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ABSTRACT

This second volume of the process evaluation of nationwide installation of the Multiunit/IGE Model for elementary Schools, contains six appendixes relating to the original survey. Appendixes A, C, E, and G appear in Volume I. The appendixes in this issue are: (b) Tables Reporting School Survey Findings; (d) Tables Reporting District Survey Findings; (f) Tables Reporting Detailed Questionnaire Findings; (h) State Summary Sheets Accounting for All Schools; (i) Formal Agreements at National, State, District Levels; and (j) Composite Data Bases for Visit Schools. (For Volume I of this study see ED 066 623.) (LS)

PPE - AA

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The 1971-72 Nationwide Installation of the Multiunit/IGE Model for Elementary Schools -

A PROCESS EVALUATION

Roderick A. Ironside

Project Director

VOLUME II

APPENDIXES

OEC-0-71-3705

September 1972

EDUCATIONAL TESTING SERVICE
PRINCETON, NEW JERSEY

APPENDIX B

Tables Reporting School Survey Questionnaire Findings

TABLE P-1

Reported Installation Date for MUSE/IGE *
("Became multiunit/IGE school in.......")

		TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
			FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
		N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
9-71	Total=173	164-72	164		28	21	21	18	12	15	39			10
10-71		7- 3	7				2			1	4			
11/12-71		2- 1	2				1			1				
1-72	Total=32	4- 2		4					1		2		1	
2-72		27-11		27			3				1	13	10	
3/4-72		1- 1		1			1							
1967-1969	Total=22	3- 2					2		1					
9-70/1-71		8- 3						2	5		1			
9-1972		9- 4					5						4	
Voided response		1- 1									1			
Not involved		1- 1										1		
TOTALS		227-	173-84	32-16	28	21	35	20	19	17	48	14	15	10
			205											

* 227 principals responded to Questionnaire #1. Of these, 22 schools were discounted--20 reported installation dates other than the 1971-72 school year; 1 reported no involvement at all in MUSE/IGE; and 1 return was voided because of contradictory information provided. Thus the total number of schools accounted for is 205.

@ In this and all subsequent tables, percentages are rounded.

TABLE P-2

Demographic Description of MUSE/IGE Schools' Locations

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	4- 2												
City (100,000+)	33-16			6-21				5-38	2-12	2- 4	13-100		5-50
City (50,000-100,000)	18- 9				2-10	2- 7		1- 8		10-22		1- 9	2-20
Suburb	54-26			3-11	13-62	9-32	7-39	4-31	3-18	7-15		7-64	1-10
Rural Near City	11- 5			2- 7	4-19	2- 7	1- 6		1- 6	1- 2			
Town (to 50,000)	56-27			8-29	2-10	13-46	4-22	2-15	5-29	17-37		3-27	2-20
Rural area	29-14			7-25		1- 4	5-28	1- 8	6-35	9-20			

MUSE/IGE Schools by Socio-economic Level

TABLE P-3

OMIT	4- 2												
Upper	14- 7			2- 7		5-18		4-31				1- 9	2-20
Middle	140-68			13-46	20-95	21-75	15-83	5-46	10-59	35-76	4-31	9-82	7-70
Lower	47-23			12-43	1- 5	2- 7	3-17	3-23	7-41	8-17	9-62	1- 9	1-10

TABLE P-4

Total Enrollment of MUSE/IGE Schools, 1971-72

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	1- 1												
Up to 150	7- 3			2- 7			1- 6		1- 6	3- 7			
151 to 300	36-18			11-39	4-19	5-18	3-17			10-22	1- 8	1- 9	1-10
301 to 450	58-28			7-25	9-43	9-32	7-39	3-23	5-29	9-20	2-15	3-27	4-40
451 to 600	55-27			4-14	6-29	10-36	3-17	4-31	5-29	14-30	3-23	4-36	2-20
601 to 750	28-14			2- 7		3-11	4-22	4-31	1- 6	7-15	3-23	2-18	2-20
751 to 900	9- 4			1- 4		1- 4		1- 8	2-12	2- 4	2-15		
901 to 1050	7- 3			1- 4	1- 5			1- 8	2-12		1- 8	1- 9	
1051 to 1200	2- 1								1- 6		1- 8		
1201 and more	2- 1				1- 5								1-10

Best Description of Nature of Present Building

TABLE P-5

OMIT	1- 1												
Separate Classrooms	108-53	82-47	26-81	15-54	11-52	9-32	7-39	6-46	10-59	25-54	11-85	9-82	5-50
Classrooms and open	56-27			8-29	5-24	11-39	6-33	4-31	4-24	12-26	1- 8	1- 9	4-40
Open Space Modules	24-12			3-11	3-14	7-25	1- 6	2-15	3-18	4- 9			1-10
Some movable walls	9- 4			1- 4	1- 5	1- 4	1- 6	1- 8		3- 7		1- 9	
Other	7- 3			1- 4			3-17			2- 4	1- 8		

TABLE P-6

Grade-range of MUSE/IGE Schools, 1971-72

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	7- 3			2- 7			2-11			3-5			
Kg, 1, 2	1- 1					1- 4							
Kg-4	13- 6			1- 4	5-24	1- 4		1- 8	2-12	1- 2		2-18	
Kg-5	18- 9			2- 7	2-10	3-11	1- 6	3-23	1- 6	4- 9		1- 9	1-10
Kg-6	104-51			14-50	10-48	17-61	10-56	4-31	4-24	26-56	4-31	7-64	8-80
Kg-8	20-10					3-11		3-23	1- 6	3-6	8-62	1- 9	1-10
1 - 4	3- 1			1- 4					2-12				
1 - 5	3- 1				1- 5	1- 4			1-6				
1 - 6	15- 7			3-11		1- 4	4-22		3-18	4- 9			
1 - 7	2- 1								1- 6		1- 8		
1 - 8	3- 1			1- 4	1- 5			1- 8					
4 - 5	2- 1					1- 4			1- 6				
4 - 6	5- 2			2- 7	1- 5				1- 6	1- 2			
5 - 6	1- 1									1- 2			
5 - 7	3- 1			2- 7	1- 5								
Other	5- 2						1- 6	1- 8		3- 7			

TABLE P-6

TABLE P-7

"Were you principal of this school in 1970-71?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	6- 3			1- 4	1- 5				1- 6	2- 4		1- 9	
Yes	164-80			24-86	15-71	19-68	14-78	12-92	15-88	36-78	10-77	10-91	9-90
No	35-17			3-11	5-24	9-32	4-22	1- 8	1- 6	8-17	3-23		1-10

Number of Schools Newly Organized for 1971-72

TABLE P-8

Newly Organized	11- 5					5-18	3-17		1- 6	2- 4			

"How did you first learn about multiunit/IGE concepts?"

TABLE P-9

Overview Meeting	75-37			16-57	8-38	5-18	10-56	1- 8	10-59	11-24	4-31	6-54	4-40
Request by District	36-18			2- 7	3-14	6-21	2-11	4-31	4-24	8-17	5-38	2-18	
Professional Journal	23-11			4-14	2-10	4-14	2-11	2-15	1- 6	6-13		1- 9	1-10
District Information	18- 9				6-29	4-14	1- 6	1- 8		1- 2	2-15	1- 9	2-20
Existing MUSE School	15- 7			1- 4		2- 7	2-11	1- 8		9-20			
Professional Meeting	13- 6			2- 7	1- 5	3-11		1- 8	1-6	4- 9	1- 8		
R & D Brochure	4- 2				1- 5	1- 4				1- 2	1- 8		
State Dept. Education	2- 1					2- 7							
Other	19- 9			3-11		1- 4	1- 6	3-23	1-6	6-13		1- 9	3-30

TABLE P-10

"When was your school committed to MUSE/IGE for this year?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	2- 1					1- 4			1- 6				
1970	10- 5	10- 6					1- 6	1- 8		8-17			
Jan-Mar, 1971	30-15	30-18		5-18	4-19	1- 4	1- 6	3-23	1- 6	15-33			
Apr-June, 1971	79-38	72-42	7-22	16-58	11-52	10-36	7-39	7-54	12-71	9-20	2-15		5-50
July-Sept,1971	61-30	53-31	8-25	6-21	6-29	16-57	8-44	1- 8	1- 6	11-24	7-54		5-50
Oct-Dec, 1971	11- 5	3- 2	8-25				1- 6	1- 8	2-12	1- 2	2-15	4-36	
1972	10- 5	1- 1	9-28							1- 2	2-15	7-64	
Not clear	2- 1	2- 1		1- 4						1- 2			

"How did this committment come about?"

TABLE P-11

OMIT	4- 2						2-11		1- 6	1- 2			
Staff Volunteered	115-56			27-96	12-57	7-25	7-39	8-62	13-76	23-50	6-46	5-46	7-70
District Selected School for Model	38-18				7-33	6-21	3-17	4-31	3-18	6-13	3-23	5-46	1-10
Part of District Long-range plan	20-10			1- 4	2-10	6-21	1- 6	1- 8		7-15	1- 8	1- 9	
Principal's decision	13- 6					5-18				3- 6	3-23		2-20
Other	15- 7					4-14	5-28			6-13			

TABLE P-10,11

TABLE P-12,13,14

TABLE P-12

Number of Schools Reporting Only Traditional Characteristics

	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Traditional only	50-24	38-22	12-37	5-18	6-29	4-14	4-22	5-38	5-29	11-24	7-54	3-27	0- 0

Number of Schools Reporting 4 or More MUSE/IGE-related Antecedents

TABLE P-13

4 or more Related Antecedents	60-29	54-31	6-19	13-46	3-14	8-29	4-22	7-54	4-24	13-28	1- 8	2-18	5-50

Incidence of Related Antecedents in Total Group of Schools

TABLE P-14

Response Category (Response Number-205)	N	%
Ungraded Primary or School	40	19
Wisconsin Design	22	11
Continuous Progress	58	29
Team Teaching	91	45
Individualized Curriculum	70	34
Learning Resources or Media Center	71	35
Open-classrooms	36	17
Differentiated Staff	57	28
Multiage Grouping	69	34

"Does your school have an IIC (Instructional Improvement Committee)?"

TABLE P-15

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Yes	193-94	163-94	30-94	28-100	20-95	22-79	18-100	12-92	17-100	42-91	13-100	11-100	10-100
No	12- 6	10- 6	2- 6		1- 5	6-21		1- 8		4- 9			

Total Number of Regular Members in the IIC

TABLE P-16

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	12- 6				1	6		1		4			
2	7- 3					2			2	1	1		1
3	28-14			5	3	4	6		1	4	2	3	
4	37-18			4	4	3	5	1		13	2	2	3
5	47-23			6	4	8	3	3	2	11	3	4	3
6	34-17			7	3	3		6	2	6	4	1	2
7	13- 6				3		2	1	5	1			1
8	9- 4			2	2				1	2	1	1	
9	10- 5			1		1	2	1	3	2			
10 or more	8- 4			3	1	1			1	2			

IIC Composition -- Other than Principals and Unit Leaders --
in the Total Group of Schools

TABLE P-17

Response Category (Response Number - 205)	N	%
Librarian/IMC Director	44	22
Special Education Teacher	21	10
Reading or Math Teacher (IGE)	15	7
Counselor	9	4
Staff Teacher	8	4

TABLE P-18

Number of Hours per Week for Regular IIC Meetings

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	19- 9			3	1	6	1	2		6			
NONE	3- 2					1- 4	1- 6			1- 2			
½	9- 4			2- 7	1- 5	1- 4	1- 6	1- 8	1- 6		2-15		
1	92-45			12-43	10-48	8-29	11-61	2-15	8-47	28-61	7-54	3-27	3-30
1½	36-18			4-14	5-24	6-21	2-11	2-15	3-18	3- 6	3-23	3-27	5-50
2	32-16			7-25	2-10	6-21	1- 6	3-23	3-18	5-11	1- 8	3-27	1-10
2½	5- 2							1- 8		2- 4		2-18	
3	7- 3				2-10		1- 6	1- 8	1- 6	1- 2			1-10
4	2- 2							1- 8	1- 6				

TABLE P-19

"Does the IIC have prepared agendas and keep a formal log?"

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	13- 6				1	6		1		5			
Agenda and Log	92-45			13-46	11-52	8-29	5-28	8-62	6-35	28-61	3-23	6-54	4-40
Agenda only	68-33			11-39	7-33	5-18	10-56	4-31	5-29	8-17	8-62	5-46	5-50
Log only	8- 4			1- 4		2- 7			1- 6	3- 6	1- 8		
Niether	24-12			3-11	2-10	7-25	3-17		5-29	2- 4	1- 8		1-10

TABLE P-20

Person Serving as Chairman of the IIC

Response Category (Response Number - 205)	N	%
OMIT	18	9
Principal	172	84
Unit Leader	5	2
Assistant Principal	3	2
Special Education	1	1
Other (teachers)	6	3

TABLE P-21

Number of Origanized Units in the School

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
NONE	2- 1				1- 5					1- 2			
1	17- 8			1- 4	2-10	5-18			2-12	4- 9	1- 7	1- 9	1-10
2	51-25			11-39	5-24	7-25	7-39	1- 7	1- 6	13-28	3-23	3-27	
3	55-27			7-25	6-29	6-21	6-33	4-31	2-12	13-28	4-31	2-18	5-50
4	46-22			5-18	3-14	9-32	4-22	2-15	6-35	6-13	3-23	5-45	3-30
5	19- 9				2-10			6-46	3-18	6-13	1- 7		1-10
6	11- 5			3-11	2-10		1- 6		2-12	2- 4	1- 7		
7	2- 1			1- 4						1- 2			
8 or more	2- 1					1- 4			1- 6				

Table P-22

Number of Children Typically in Units of Each School

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	7- 3												
0 to 50	7- 3			2- 7		2- 7	1- 6			2- 4			
51 to 75	6- 3			2- 7		3-11						1- 9	
76 to 100	37-18			6-21	7-33	5-18	2-11	1- 7	4-23	9-20		2-18	1-10
101 to 125	57-28			9-32	5-24	6-21	8-44	6-46	5-29	13-28	2-15		3-30
126 to 150	43-21			5-18	8-38	4-14	2-11	4-31	4-23	9-20	3-23	2-18	2-20
151 to 175	34-17			1- 4		5-18	2-11	2-15	2-12	9-20	7-54	4-36	2-20
176 to 200	11- 5			1- 4	1- 5	3-11	1- 6		1- 6	1- 2		1- 9	2-20
201 or more	3- 2						1- 6				1- 8	1- 9	

TABLE P-23

Number of Units and Number of Units Multiaged

State	Number of Units Organized	Number of Units Multiaged	%
# 1	89	81	91
# 2	64	62	97
# 3	82	65	80
# 4	54	52	96
# 5	52	45	86
# 6	70	45	64
# 7	142	123	86
# 8	42	42	100
# 9	33	33	100
#10	33	32	97
Totals	661	580	

Percentage of Units Multiaged = 89%

TABLE P-24

"Is your school fully unitized at this time? That is, are all teachers and students accounted for in the units?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Yes	115-56	99-57	16-50	22-79	9-43	10-36	14-78	5-39	7-41	30-65	6-46	6-54	6-60
No	90-44	74-43	16-50	6-21	12-57	18-64	4-22	8-61	10-59	16-35	7-54	5-46	4-40

TABLE P-25

Types of Exceptions to Full Unitization in the Schools

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Kindergarten Separate From Primary Unit	45-22	37-22	8-25	5-18	9-43	6-21	1- 6	5-39	3-18	9-20	3-23	4-36	
Special Education TMR, etc., Separate	16- 8	12- 7	4-12	1- 4		1- 4		2-15	3-18	2- 4	2-15	2-18	3-30
1 or 2 Grades Self-contained	12- 6	9- 5	3- 9		1- 5	4-14	1- 6		1- 6	3- 7		1- 9	1-10
3 or 4 Grades Self-contained	12- 6	10- 6	2- 6		2-10	3-11	1- 6	1- 7	2-12	3- 7			
1 or 2 Rooms Self-contained	3- 2	3- 2				1- 4				2- 4			1-10
Grades 5-8 Departmentalized	13- 6	7- 4	6-19		1- 5	2- 7		1- 7	1- 6	2- 4	6-46		
Only 1 Unit in the School	9- 4	6- 4	3- 9		1- 5	5-18			1- 6			1- 9	1-10
Only 2 Units in the School	5- 2	4- 2	1- 3		1- 5	1- 4		1- 7	1- 6	1- 2			

TABLE P-26

Typical Weekly Planning Time for Unit Leaders (In Hours)

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	10- 5												
NONE	97-47	73-43	24-75	4-14	10-48	17-61	9-50	7-54	2-12	24-52	11-85	6-54	7-70
1/2	3- 2	3- 2			1- 5				2-12				
1	27-13	23-14	4-12	5-18	2-10	3-11	1- 6	2-15	3-18	6-13		3-27	2-20
1-1/2	6- 3			2- 7	3-14				1- 6				
2	22-11			3-11	1- 5	5-18	2-11	1- 8	4-24	5-11		1- 9	
2-1/2	8- 4			2- 7	2-10		2-11			1- 2	1- 8		
3	10- 5			3-11		1- 4		2-15	1- 6	2- 4		1- 9	
4	6- 3				1- 5	1- 4	1- 6	1- 8		2- 4			
5 or More	16- 8			7-25	1- 5	1- 4	1- 6		2-12	3- 6			1-10

Typical Weekly Planning Time for Unit Teams (In Hours)

TABLE P-27

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	3- 2												
NONE	7- 3	7- 4			1- 5	3-11				3- 6			
1/2	3- 2	2- 1	1- 3				1- 6			1- 2			1-10
1	24-12	15- 8	9-28	2- 7	3-14	1- 4	1- 6	3-23	1- 6	7- 15	4-31	2-18	
1-1/2	16- 8	14- 8	2- 6	1- 4	3-14	4-14	4-22	2-15					2-20
2	50-24	40-23	10-31	3-11	3-14	7-25	5-28		2-12	17-37	5-38	5-46	3-30
2-1/2	8- 4	6- 4	2- 6	1- 4			1- 6		2-12	1- 2		2-18	1-10
3	45-22	40-23	5-16	12-43	6-29	7-25	3-17	3-23	5-29	4- 9	3-23		2-20
4	27-13	26-16	1- 3	3-11	4-19	5-18		4-31	6-35	4- 9		1- 9	
5 or more	22-11	20-12	2- 6	5-18	1- 5	1- 4	2-11	1- 8		9-20	1- 8	1- 9	1-10

TABLE P-26,27

TABLE P-28

Number of Student Teachers Typical Across Units in School

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	3- 2												
None	98-48			10-36	8-38	13-46	11-61	2-15	9-53	28-61	7-54	7-64	3-30
1	52-25			14-50	7-33	5-18	1- 6	4-31	4-23	10-22	5-38	1- 9	1-10
2	34-17			3-11	6-29	6-21	4-22	5-39	1- 6	4- 9	1- 8	2-18	2-20
3	12- 6					4-14	1- 6		2-12	2- 4		1- 9	2-20
4	4- 2						1- 6	1- 8		1- 2			1-10
5 or more	2- 1							1- 8					1-10

TABLE P-29

Number of Aides Typical Across Units in School

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	4- 2												
None	37-18	21-12	16-50	1- 4	1- 5	11-39	1- 6	3-23	2-12	5-11	8-61	4-36	1-10
½	33-16	32-19	1- 3	3-11	11-52	2- 7	3-17	1- 8		11-24		1- 9	1-10
1	75-37	63-37	12-37	10-36	6-29	6-21	3-17	9-69	11-65	18-39	3-23	5-45	4-40
1½	15- 7	14- 8	1- 3	4-14	2-10	1- 4	1- 6		2-12	2- 4			3-30
2	25-12	23-14	2- 6	5-18	1- 5	7-25	5-28		1- 6	3- 7	1- 8	1- 9	1-10
3 or more	16- 8			5-18		1- 4	3-17			6-13	1- 8		

TABLE P-30

Number of Interns Typical Across Units in School

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	5- 2												
None	173-84			16-57	16-76	28-100	16-89	11-84	15-88	40-87	12-92	10-91	9-90
1	12- 6			4-14			1- 6	1- 8		3- 7	1- 8	1- 9	1-10
2	10- 5			5-18	3-14					2- 4			
3	4- 2			1- 4	1- 5			1- 8	1- 6				
5	1- 1						1- 6						

TABLE P-31

Total Number of IGE Subjects in the School

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	6- 3												
None	11- 5	8- 4	3- 9		1- 5	4-14	1- 6			1- 2		3-27	1-10
1	107-52	86-49	21-66	20-71	9-43	8-29	13-72	5-38	8-47	23-50	11-85	5-46	5-50
2	49-24	46-26	3- 9	6-21	5-24	11-39	3-17	4-31	6-35	11-24	1- 8	1- 9	1-10
3	12- 6	12- 7		2- 7	2- 9	4-14	1- 6		1- 6	2- 4			2-20
4	11- 5	9- 6	2- 6					3-23		4- 9	1- 8		1-10
All Subjects	9- 4	8- 5	1- 3		2- 9	1- 4		1- 8		4- 9		1- 9	

TABLE P-32

Schools in which the IGE Subjects Are in All Units

OMIT	4- 2												
None	28-14	23-14	5-16		3-14	9-32	2-11		3-18	4- 9	1- 8	3-27	3-30
1	129-63	105-61	24-75	20-71	11-52	11-39	13-72	11-85	10-59	30-65	12-92	5-46	6-60
2	30-15	28-16	2- 6	6-21	4-19	4-14	2-11	1- 8	3-18	8-17		1- 9	1-10
3	4- 2	4- 2		2- 7	1- 5	2- 7	1- 6						
4	3- 1	3- 2				1- 4							
All Subjects	7- 3	6- 4	1- 3		2- 9	1- 4		1- 8		2- 4		1- 9	

TABLE P-33

15A. Attendance at National Overview/Awareness Conference, By Schools

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Principal	34-17	34-20	0- 0	3-11	9-43	4-14	3-17		1- 6	14-30			
District Personnel	6- 3			2- 7	1- 5					3- 6			
Other Person	13- 6			2- 7	2-10	2- 7				7-15			

15B. Attendance at State (and District) Commitment Conference, By Schools

TABLE P-34

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Principal	118-58			23-82	7-33	15-54	12-67	9-69	14-82	16-35	3-23	11-100	8-80
Unit Leader	31-15			4-14		5-18	6-33		4-24	5-11		2-18	5-50
Other Person	25-12			1- 4		4-14	6-33		2-12	7-15		1- 9	4-40

15C. Attendance at Local Overview and Commitment Meetings, By Schools

TABLE P-35

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Principal	94-46	82-48	12-37	18-64	12-57	13-46	10-56	10-77	9-53	12-26	3-23	4-36	3-30
Unit Leader	80-39	70-41	10-31	16-57	10-48	10-36	11-61	7-54	6-35	12-26	3-23	2-18	3-30
Staff Teacher	52-25	48-28	4-12	10-36	8-38	7-25	5-28	4-31	4-24	10-22		1- 9	3-30
Librarian/IMC	19- 9	16- 9	3- 9	4-14	2-10	2- 7	3-17		5-29	2- 4		1- 9	
Reading Teacher	14- 7	13- 8	1- 3	2- 7	5-24		1- 6		2-12	3- 6			1-10
Counselor	7- 3	6- 4	1- 3	2- 7	2-10		1- 6			1- 2		1- 9	
Other Person	24-12	22-13	2- 6	8-29	2-10	1- 4	2-11		3-18	5-11		1- 9	2-20

TABLE P-34,35,36

TABLE P-36

15D. Attendance at Staff Development Workshop for Principal and Unit Leaders (mostly at state level)

	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Principal	151-74	125-73	26-81	26-93	20-95	20-71	9-50	9-69	13-76	28-61	11-85	9-82	6-60
Unit Leader	135-66	109-64	26-81	25-89	18-86	15-54	8-44	9-69	13-76	21-46	12-92	9-82	5-50
Staff Teacher	25-12	21-12	4-12	3-11	6-29	7-25	1- 6	2-15	1- 6	2- 4	1- 8		2-20
Librarian/IMC	7- 3	7- 4				4-14	2-11		1- 6				
Reading or Math	20-10	20-12		1- 4	14-67		1- 6		1- 6	3- 6			
Counselor	6- 3	5- 3	1- 3	1- 4	1- 5	1- 4			1- 6	1- 2	1- 8		

15E. Attendance at Local Preschool Workshop

TABLE P-37

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Principal	119-58	115-67	4-12	21-75	19-91	11-39	9-50	10-77	13-76	32-70	1- 8		3-30
Unit Leader	121-59	117-68	4-12	21-75	19-91	11-39	8-44	10-77	13-76	35-76	1- 8		3-30
Staff Teacher	114-56	110-64	4-12	20-71	19-91	10-36	8-44	10-77	12-71	31-67	1- 8		3-30
Special Education	39-19	39-22		12-43	5-24	4-15	3-17	3-23	5-29	7-15			
Counselor	5- 3	5- 3			2-10	3-11							
Librarian/IMC	50-24	49-29	1- 3	12-43	5-24	6-21	3-17	3-23	8-47	12-26			1-10
Special Subjects	48-23	46-27	2- 6	13-46	5-24	5-18	2-11	3-23	5-29	13-28	1- 8		1-10
Interns, Stud. Tch.	27-13	27-16		12-43	2-10	3-11	1- 6	1- 8		8-17			
Reading or Math	39-19	38-22	1- 3	7-25	15-71	2-7	3-17		4-24	8-17			
Aides	49-24	48-28	1- 3	15-54	6-29	5-18	2-11	3-23	5-29	13-28			

TABLE P-38,39,40,41

TABLE P-38

16A. Attendance at June 1971 Reading Workshop for WDRSD (Madison)

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Principal	10- 5				1- 5				1- 6	8-17			
Unit Leader	12- 6					1- 4	2-11	1- 8	1- 6	6-13	1- 8		
Staff Teacher	7- 3					1- 4	1- 6			5-11			
Reading Teacher	12- 6				4-19	1- 4	1- 6			6-13			

16B. Attendance at July 1971 Reading Institute (Madison)

TABLE P-39

Principal	4- 2									3- 6			1-10
Reading Teacher	6- 3				1- 5					3- 6		1- 9	1-10
Other Person	3- 2									2- 4		1- 9	

16C. Attendance at August 1971 Workshop for Experienced Reading Teachers (Madison)

TABLE P-40

Reading Teacher	3- 2					1- 4				2- 4			

16D. Attendance at August 1971 Workshop for Experienced Unit Leaders (Eau Claire)

TABLE P-41

Unit Leader	4- 2						1- 6			2- 4			1-10
Other Person	1- 1										1- 8		

TABLE P-42,43,44,45

TABLE P-42

16E. Attendance at August 1971 Workshop for Experienced Principals (Madison)

	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Principal	11- 5	8- 5	3- 6					2-15		7-15	1- 8		1-10
Other Person	1- 1												1-10

16F. Attendance at October/November 1971 Workshops for Experienced Unit Leaders*

TABLE P-43

Unit Leader	40-20	34-20	6-19			4-14	7-39	4-31		16-35	2-15		7-70
Other Person	8- 4					1- 4		2-15		5-11			

16G. Attendance at November 1971 Workshop for Experienced Principals (Milwaukee)

TABLE P-44

Principal	23-11	22-13	1- 3					4-31		19-41			

16H. Attendance at January 1972 Workshop for Experienced Principals and Unit Leaders (Madison)

TABLE P-45

Principal	42-20	41-24	1- 3	4-14	5-24	3-11	3-17	3-23	11-65	6-13			7-70
Unit Leader	32-16			3-11	4-19	1- 4	1- 6	3-23	6-35	9-20			5-50

* Held at 4 different locations

TABLE P-46a

17A. Attendance at Visit(s) to Operating MUSE/IGE Schools

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Principal	112-55	99-58	13-41	18-64	5-24	15-54	15-83	8-62	6-35	36-78	2-15	4-36	3-30
Unit Leader	100-49	92-54	8-25	20-71	2-10	14-50	10-56	5-38	7-41	34-74	1- 8	3-27	4-40
Staff Teacher	85-42	78-46	7-22	16-57	2-10	12-43	10-56	6-46	4-24	31-67	1- 8		3-30
Librarian/IMC	13- 6			1- 4		2- 7	2-11	2-15	1- 6	5-11			
Special Subjects	12- 6			4-14			2-11	1- 8		4- 9			1-10
Reading Teacher	12- 6				3-14	1- 4	1- 6		1- 6	6-13			
Counselor	5- 2				1- 5	1- 4		1- 8	1- 6	1- 2			
Aide	3- 2			1- 4					1- 6	1- 2			

TABLE P-46b

17B. Attendance at Meeting(s) of League or Other Linkage

Principal	126-62			19-68	13-62	19-68	12-67	6-46	15-88	28-61	4-31	7-64	3-30
Unit Leader	99-48			20-71	6-29	11-39	8-44	3-23	12-71	25-54	3-23	8-73	3-30
Staff Teacher	55-27			6-21	2-10	9-32	8-44	4-31	5-29	18-39	2-15	1- 9	
Librarian/IMC	11- 5			1- 4		3-11	1- 6		2-12	4- 9			
Reading Teacher	6- 3				1- 5	1- 4	1- 6		1- 6	2- 4			
Intern, Stud. Tch.	2- 1			1- 4						1- 2			
Aide	4- 2			1- 4		1- 4	1- 6		1- 6				

TABLE P-47

TABLE P-47-a

17C. Attendance at Special Meeting for Reading Personnel (Statewide or Regional)

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Reading Teacher	23-11			1- 4	8-38	1- 4	1- 6		3-18	9-20			
Principal	17- 8			3-11	2-10	2- 7			4-24	4- 9	2-15		

17D. Attendance at Special Staff Development Training (District or Regional)

TABLE P-47-b

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Principal	37-18			3-11	1- 5	5-18	3-17	2-15	9-53	6-13	4-31	2-18	2-20
Unit Leader	37-18			5-11	2-10	4-14	2-11	2-15	9-53	6-13	4-31	2-18	3-30
Staff Teacher	26-13			3-11	1- 5	4-14	3-17	2-15	3-18	6-13	3-23		1-10
Librarian/IMC	9- 4					2- 7	2-11	1- 8	1- 6	3- 6			
Reading Teacher	8- 4				2-10	1- 4			1- 6	4- 9			
Other Person	11- 5			1- 4	1- 5	2- 7			1- 6	5-11	1- 8		

17E. Attendance at Special District Problem-Solving Conference

TABLE P-47-c

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Principal	36-18			5-18	3-14	4-14	4-22	2-15	8-47	3- 6	3-23	2-18	2-20
Other Person	14- 7			3-11		2- 7	3-17	1- 8	1- 6	1- 2	2-15	1- 9	

17F. Attendance at Other Sorts of Training or Exposure Activities

TABLE P-47-d

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Any School Person	20-10			4-14		3-11	1- 6	2-15		5-11	1- 8	2-18	2-20

TABLE P-48

"Are you using a set of 'implementation criteria' at this time?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	4- 2												
Yes	178-87			25-89	19-90	17-61	15-83	13-100	17-100	43-94	11-85	9-82	9-90
No	23-11			3-11	1- 5	9-32	3-17			3- 6	2-15	1- 9	1-10

Table P-49

Implementation Guides In Use by Principals and Staffs

IGE Implementation Guide (I/D/E/A 1970)	148-72			24	16	9	10	13	16	38	6	9	7
Wisconsin R & D Center "Blue Book"	84-41			1	8	15	11	5	5	23	6	2	8
Performance Objectives. R & D Center, color-coded	54-26			2	8	7	7	3	2	14	5	2	4

TABLE P-50

Use of Materials Reported for Various Combinations of School Personnel (for the Total Group) **

(Total N = 205)	Response Groups					
	Prin	Prin UL	Prin UL Staff	Prin UL Staff Aides	Prin UL Staff Aides Other	@ NONE
MATERIALS	N %	N %	N %	N %	N %	N %
IGE filmstrips/cassettes	4 -2	11- 5	77-38	84-41	6 - 3	20-10
Films: Many Roads	3 -2	16- 8	70-34	41-20	2 - 1	70-34
One at a Time Together	6 -3	8- 4	91-44	78-38	9 - 4	9- 4
Tuesday	5 -2	19- 9	86-42	56-27	4 - 2	33-16
Unit Meeting	6 -3	15- 7	90-44	52-25	4 - 2	35-17
IGE BOOKLETS: Unit Operations/Roles	9 -4	21-10	118-58	44-22	2 - 1	9- 4
Principal's Handbook	79-38	57-28	44-21	14- 7	1 - 1	9- 4
The Learning Program	8- 4	16- 8	106-52	44-22	2 - 1	27-13
R & D "IGE : A Simulation"	20-10	15- 7	34-17	7- 3		128-62
R & D Technical Report #158: Development and Evaluation of MUSE	35-17	16- 8	23-11	3- 2		127-62
R & D guidebook: "The Blue Book"	32-16	30-15	74-36	14- 7		54-26
I/D/E/A IGE Implementation Guide	18- 9	28-14	63-31	20-10	2 - 1	73-36

** In terms of use by these response groups, exclusively. For example--in 4 schools, only the principal made use of the various IGE filmstrips and cassettes; in 77 schools these were seen by principal, unit leaders, and staff teachers...but not by aides or other persons.

@ Only 9 schools omitted the whole item concerned with the use of materials. Thus, entries under "None" (less 9) indicate schools in which no use was made of a given piece of material by any person or group.

TABLE P-51

IGE Booklets (Unit Operations and Learning Program) Available...

	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	12- 6												
1 to a Teacher	86-42			19-68	5-24	6-21	10-56	7-54	12-71	13-28		10-91	4-40
1 to a Unit	83-41			7-25	8-38	11-39	4-22	6-46	4-24	25-54	13-100		5-50
1 to the School	15- 7			1- 4	3-14	6-21	4-22			1- 2			
Other	9- 4			1- 4	3-14					5-11			

Four Major IGE Films Available from Which Source

TABLE P-52

OMIT	29-14												
School	11- 6			2- 7	1- 5	1- 4	2-11	1- 8		3- 6	1- 8		
District	46-22			1- 4	4-19	1- 4	3-17	6-46	1- 6	15-33	10-77		5-50
State	119-58			23-82	14-67	20-71	12-67	3-23	13-76	21-46	1- 8	10-91	2-20

TABLE P-51,52

TABLE P-53

"Have you had regular (as opposed to sporadic) contact
with your coordinator this school year?"

	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	1- 1												
Yes	167-82			26-93	19-90	20-71	17-94	8-62	16-94	35-76	12-92	7-64	7-70
No	37-18			2- 7	2-10	7-25	1- 6	5-38	1- 6	11-24	1- 8	4-36	3-30

"Has your school been visited by the coordinator or his designate?"

Table P-54

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	1- 1												
Yes	167-82			24-86	14-67	15-54	18-100	10-77	17-100	41-89	13-100	8-73	7-70
No	37-18			4-14	7-33	12-43		3-23		5-11		3-27	3-30

"For what purpose(s) were those visits made?"

Table P-55

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
General Visit	135-66			20-71	10-48	9-32	16-89	9-69	16-94	35-76	9-69	6-54	5-50
Participation in Inservice Training	75-36			5-18	6-29	9-32	10-56	5-38	9-53	16-35	9-69	2-18	4-40
Principal's Request for Consultation	62-30			8-29	3-14	6-21	11-61	5-38	11-65	10-22	2-15	2-18	4-40
Other	10-5			1- 4	2-10		1- 6	1- 8	2-12	2- 4	13-100		1-10

TABLE P-53,54,55

TABLE P-56

"Have you directly contacted the coordinator
to request assistance?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	5- 2	5- 3											
Yes	158-77	128-74	30-94	22-79	12-57	19-68	18-100	11-85	16-94	30-65	12-92	10-91	8-80
No	42-21	40-23	2- 6	6-21	8-38	8-29		2-15		14-30	1- 8	1 - 9	2-20

TABLE P-57

"What sorts of assistance were requested?"

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Use of films and other materials	114-56			15	10	17	12	6	12	25	3	7	7
Planning or conducting Inservice	95-46			11	7	13	13	9	7	14	11	3	7
IGE curriculum subject-areas	64-31			3	5	6	10	3	9	17	2	6	3
"Experienced" school to consult with	61-30			6	5	6	9	7	6	13	2	2	5
Individualization of Instruction	46-22			3	4	4	8	3	5	11	3	2	3
Functioning of IIC and/or units	40-20			6	4	1	4	3	6	11	2	0	3
Daily and Weekly Scheduling	19- 9			2	2	1	2	0	1	6	3	1	1
Personnel problems and decisions	15- 7			1	0	0	5	0	1	2	3	1	2
Other	10- 5			2	2	1	1	0	0	1	0	2	1

TABLE P-56,57

TABLE P-58

"Does the district have a central governing or policy group for the installation and continuation of MUSE/IGE Schools?"

	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	3- 2												
Yes	98-48			5-18	14-67	13-46	7-39	7-54	2-12	34-74	9-69	2-18	5-50
No	104-51			23-82	6-29	14-50	10-55	6-46	15-88	12-26	4-31	9-82	5-50

"Is a person now assigned in the district as a MUSE/IGE liaison?"

TABLE P-59

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	5- 2												
Yes	147-72	117-68	30-94	16-57	13-62	23-82	13-72	9-69	7-41	38-83	13-100	7-64	8-50
No	51-25			10-36	7-33	4-14	3-17	4-31	10-59	7-15		4-36	2-20

Liaison's Roles Within the District
For the Total Group of Schools

TABLE P-60

Response Category (Response Number - 205)	N	%
Coordinates implementation in district	104	51
Liaison between district and state implementation agency	94	46
Liaison between district and school(s)	87	42
Coordinates training and consultant use	69	34
Plans extension of MUSE/IGE in district	68	33
Other	9	4

TABLE P-58,59,60

TABLE P-61,62,63

TABLE P-61

"Are you a member of a League or other linkage of MUSE/IGE schools?"

	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	3- 2												
Yes	178-87	156-91	22-69	28-100	21-100	21-75	18-100	12-92	17-100	44-96	1- 8	11-100	5-50
No	11- 5	6- 3	5-16			4-14				1- 2	6-46		
No Linkage Group	12- 6	7- 4	5-16					1- 8			6-46		5-50
Does Not Know	1- 1					1- 4							

"In general, does this linkage group serve valuable purposes?"

TABLE P-62

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT, Not Applicable	29-14	19-11	10 31	1-		7-25		2-15		1- 2	12-92		6-60
Yes	151-74	133-77	18-56	23-82	19-90	15-54	17-94	11-85	16-94	40-87		8-73	2-20
No	25-12	21-12	4-13	4-14	2-10	6-21	1- 6		1- 6	5-11	1- 8	3-27	2-20

Frequency of Separate Linkage Activities for Various School Groups

TABLE P-63

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Principals	154-75	133-77	21-66	22-79	17-81	19-68	17-94	11-85	17-100	36-78	1- 8	11-100	3-30
Unit Leaders	140-68	123-71	17-53	25-89	15-71	16-57	16-89	6-46	16-94	35-76	1- 8	8-73	2-20
All Teachers	59-28	53-31	6-19	8-29	5-24	7-25	8-44	8-62	2-12	19-41	1- 8	1- 9	0- 0
Aides	20-10			7-25	1- 5	5-18	5-28	13-100	0- 0	0- 0	1- 8	1- 9	0- 0
Total School Staff	26-13			2- 7	1- 5	3-11	7-39	4-31	0- 0	7-15	1- 8	1- 9	0- 0
All Related Personnel	41-20			4-14	5-24	10-36	5-28	2-15	1- 6	13-28	0- 0	1- 9	0- 0

TABLE P-64

Length of Staff Development Workshop for Principals and Unit Leaders

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	9- 4				2	6		1					
1 Day	3- 2	2- 1	1- 3			1- 4				1- 2		1- 9	
2 Days	15- 7	4- 2	11-34			1- 4	1- 6	1- 8		1- 2		10-91	1-10
3 Days	58-28	46-27	12-37	3-11	19-91	3-11	2-11	2-15	15-88	4- 9	10-77		
4 Days	1- 1	1- 1								1- 2			
5 Days	3- 2	3- 2								3- 6			
6 Days	1- 1	1- 1								1- 2			
Can't Tell Length	79-38	75-43	4-12	24-86		17-61	13-72	4-31		15-33			6-60
DID NOT ATTEND	36-18	32-19	4-12	1- 4			2-11	5-38	2-12	20-44	3-23		3-30

Overall Assessment of Staff Development Meaningfulness and Effectiveness

TABLE P-65

OMIT	54-26												
Excellent	25-12	22-13	3- 9	6-21	2-10	2- 7	3-17			9-20	1- 8	2-18	
Very Good	67-33	54-32	13-41	10-36	9-43	12-43	6-33	3-23	5-29	10-22	7-54	1- 9	4-40
Good	41-20	34-20	7-22	7-25	6-29	6-21	3-17	2-15	5-29	4- 9	2-15	3-27	3-30
Fair	11- 5	7- 4	4-12	1- 4	2-10			2-15	1- 6	1- 2		4-36	
Weak	7- 3	7- 4		2- 7		2- 7	1- 6		2-12				

TABLE P-66

"Were the Staff Development workshop purposes fulfilled -- in preparing for MUSE/IGE implementation?"

Response Category		TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
			FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
		N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)		205	173	32	28	21	28	18	13	17	46	13	11	10
Orientation MUSE/IGE	Yes	84-41			14-50	16-76	10-36	7-39	3-23	6-35	12-26	9-69	2-18	5-50
	No	8- 4				1- 5	2- 7	1- 6			2- 4		2-18	
	Partly	3- 2					1- 4		1- 8				1- 9	
Implementation	Yes	52-25			14-50	5-24	4-14	4-22	4-31	5-29	9-20	3-23	4-36	
	No	10- 5			3-11	1- 5	1- 4			1- 6		1- 8	3-27	
	Partly	6- 3			1- 4		1- 4				1- 2		2-18	1-10
P, UL Training and Roles	Yes	22-11			2- 7	3-14		3-17	1- 8		9-20	2-15	2-18	
	No	1- 1								1- 6				
	Partly	2- 1			1- 4						1- 2			
IGE Subject Areas	Yes	17- 8			1- 4	6-29	1- 4	1- 6		1- 6	5-11	1- 8	1- 9	
	No													
	Partly	1- 1					1- 4							
Group Interaction	Yes	6- 3			1- 4	1- 5		2-11			1- 2			1-10
	No													
	Partly													
Planning Processes	Yes	14- 7			2- 7	3-14	2- 7	1- 6		2-12	2- 4	1- 8	1- 9	
	No	1- 1					1- 4							
	Partly	2- 1								2-12				
Commitment, League	Yes	17- 8			3-11	1- 5	3-11	2-15		2-12	1- 2	2-15	1- 9	2-20
	No													
	Partly	1- 1										1- 8		
Other Purpose	Yes	9- 4			2- 7	2-10	2- 7	1- 8			2- 4			
	No	1- 1			1- 4									
	Partly	1- 1						1- 8						

TABLE P-66

TABLE P-67

"Had unit leaders been named at the time of the Staff Development Workshop?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	47-23												
Yes	129-63			26-93	11-52	14-50	16-89	7-54	13-76	19-41	9-69	10-91	4-40
No	29-14			1- 4	8-38	8-29				8-17	1- 8		3-30

TABLE P-68

Hours Spent in IIC Meetings at Staff Development Workshop

OMIT	51-25												
NONE	73-36			4-14	10-48	15-54	7-39	4-31	1- 6	19-41	5-38	3-27	5-50
1	3- 2					2- 7						1- 9	
2	15- 7			1- 4	2-10	1- 4	2-11			2- 4	3-23	4-36	
3	15- 7			3-11	2-10	3-11	1- 6		3-18	1- 2	1- 8	1- 9	
4-5	16- 8			5-18	1- 5		1- 6	1- 8	3-18	2- 4	1- 8	1- 9	1-10
6-7	11- 5			4-14	2-10		1- 6	1- 8	2-12	1- 2			
8-9	5- 2			2- 7				1- 8	2-12				
10 or more	16- 8			7-25		1- 4	4-22		2-12	1- 2			1-10

TABLE P-69

"Did your school have a Preschool Workshop?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	4- 2				2	2							
Yes	142-69	133-77	9-28	21-75	18-86	11-39	17-94	11-85	15-88	39-85	5-38		5-50
No	59-29	36-21	23-72	7-25	1- 5	15-54	1- 6	2-15	2-12	7-15	8-62	11-100	5-50

"When was the Preschool Workshop held?"(142 Schools)

TABLE P-70

Spring 1971	9- 4			2- 7		1- 4	1- 6			5-11			
June 1971	10- 5			2- 7	2-10	1- 4	1- 6	2-15		2- 4			
July 1971	6- 3			1- 4		4-14				1- 2			
August 1971	99-48			15-54	16-76	4-14	11-61	8-62	15-88	26-56			4-40
September 1971	13- 6			1- 4	1- 5	1- 4	3-17	1- 8		4- 9	2-15		
October 1971	3- 2										2-15		1-10
January 1972	1- 1										1- 8		

If No Formal Preschool Workshop, What Other Provisions?

TABLE P-71

Some, But Not Clear	18- 8			2- 7		5-18	1- 6		1- 6	1- 2	4-30	3-27	1-10
Summer 1972	2- 1							1- 8				1- 9	
Spring 71 Inservice	6- 3					2- 7			1- 6	3- 6			
Summer 71 Inservice	8- 4			1- 4	1- 5	4-14					1- 8		1-10
Fall 71 Inservice	11- 5			1- 4		3-11		1- 8	1- 6		3-23	1- 9	1-10
Spring 72 Inservice	7- 3			3-11						1- 2		3-27	
NONE	5- 2											3-27	2-20

TABLE P-72

Length of Preschool Workshop (in Days)
(For 142 Schools)

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
1	9- 4			1- 4						4- 9	2-15		2-20
1½	8- 4			3-11		1- 4			1- 6	1- 2	2-15		
2	24-12			3-11	4-19	3-11	3-17	1- 8	3-18	7-15			
2½	3- 2			1- 4			1- 6		1- 6				
3	31-15			6-21			5-28	3-23	8-47	9-20			
4-5	46-22			4-14	10-48	3-11	5-28	5-38	1- 6	14-30	1- 8		3-30
6-7	4- 2			1- 4	1- 5					2- 4			
8-9	3- 2					1- 4		1- 8		1- 2			
10 or more	14- 7			2- 7	3-14	3-11	3-17	1- 8	1- 6	1- 2			

"Was a specific program/agenda prepared for the Preschool Workshop?"

TABLE P-73

Yes	129-63			19-68	18-86	8-29	14-78	11-85	14-82	36-78	4-31		5-50
No	6-3					2- 7	2-11			1- 2	1- 8		

Groups Having Training and Leadership Roles in Preschool Workshop

TABLE P-74

Principal	125-61			21-75	15-71	11-39	13-72	10-77	15-88	32-70	3-23		5-50
Unit Leaders	110-54			20-71	13-62	6-21	13-72	8-62	15-88	27-59	3-23		5-50
Reading Consultant	40-20			4-14	12-57	1- 4	4-22	1- 8	5-29	11-24			2-20
District Personnel, Local Coordinator	33-16			3-11	3-14	1- 4	1- 6	2-15	4-24	14-30	1- 8		4-40
State Coordinator	30-15			3- 7	6-29	1- 4	6-33		3-18	12-26			
Outside Consultants	37-18			4-14	7-33	1- 4	7-39	1- 8	2-12	14-30			1-10

TABLE P-75

Units Met (in Hours) During Preschool Workshop
(142 Schools)

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
None	8- 4					1- 4				6-13			1-10
1	6- 3						3-17			1- 2	1- 8		1-10
2	4- 2			1- 4						1- 2	2-15		
3	8- 4			2- 7		1- 4	1- 6		1- 6	2- 4	1- 8		
4	11- 5			3-11	1- 5	1- 4			3-18	3- 6			
5-8	34-17			5-18	7-33	1- 4	5-28	2-15	4-24	9-20	1- 8		
9-12	19- 9				4-19		2-11	4-31	4-24	4- 9			1-10
13-15	9- 4			2- 7	1- 5	1- 4		2-15	1- 6	2- 4			
16 or more	35-17			7-25	4-19	6-21	3-17	3-23	2-12	8-17			2-20

TABLE P-76

IIC Met (in Hours) During Preschool Workshop

Response Category	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
None	29-14			4-14	3-14	5-18	2-11		1- 6	12-26			2-20
1	18- 9			3-11	1- 5		4-22		3-18	6-13	1- 8		
2	26-13			3- 7	6-29	1- 4	3-17	3-23	2-12	7-15	2-15		
3	19- 9			3-11	2-10		2-11	3-23	5-29	4- 9			
4	6- 3			2- 7	1- 5	1- 4			1- 6				1-10
5-8	18- 9			2- 7	2-10		3-17	3-23		5-11	2-15		1-10
9-12	9- 4			2- 7	2-10	2- 7		1- 8	1- 6				1-10
13-15	2- 1			1- 4		1- 4							
16 or more	6- 3							2-15	1- 6	3-6			

Attendance at Preschool Workshop (142 Schools)

Response Category		TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
			FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
		N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)		205	173	32	28	21	28	18	13	17	46	13	11	10
Unit Leaders	Total	138-67			21-75	18-86	10-36	16-89	11-85	15-88	37-80	5-38		5-50
	Part	2- 1					1- 4				1- 2			
	None	2- 1									1- 2			
Staff Teachers	Total	125-61			20-71	16-76	9-32	16-89	10-77	14-82	32-70	4-31		4-40
	Part	12- 6				2-10	1- 4		1- 8	1- 6	5-11	1- 8		1-10
	None	2-1					1- 4				1- 2			
Aides	Total	43-21			10-36	4-19	3-11	2-11	5-38	5-29	13-28	1- 8		
	Part	25-12			4-14	4-19	2- 7	4-22	1- 8	1- 6	8-17			1-10
	None	49-24			2- 7	10-48	6-21	3-17	5-38	9-53	6-13	4-31		4-40
Interns	Total	22-11			8-29	1- 5	1- 4	2-11			9-20			1-10
	Part	7- 3			4-14		1- 4		1- 8		1- 2			
	None	67-33			1- 4	17-81	8-29	3-17	10-77	10-59	9-20	5-38		4-40
Library/ IMC	Total	72-35			12-43	4-19	7-25	9-50	4-31	12-71	22-48			2-20
	Part	14- 7			1- 4	2-10	3-11	1- 6	2-15	1- 6	3- 6			1-10
	None	32-16			1- 4	12-57	1- 4	1- 6	5-38	2-12	3- 6	5-38		2-20
Principal	Total	124-60			19-68	17-81	9-32	15-83	9-69	14-82	32-70	4-31		5-50
	Part	8- 4				1- 5	2- 7	1- 6	2-15	1- 6	1- 2			
	None	3- 2									2- 4	1- 8		
Special Subjects	Total	45-22			12-43	3-14	2- 7	6-33	5-38	4-24	12-26			1-10
	Part	22-11			4-14	4-19	2- 7	1- 6	1- 8	1- 6	6-13	2-15		1-10
	None	51-25			2-17	11-52	7-25	4-22	5-38	9-53	7-15	3-23		3-30
Secretary	Total	18- 9			2- 7	1- 5	1- 4	3-17	1- 8	4- 24	6-13			
	Part	17-8			6-21	1- 5	1- 4	2-11	1- 8	2-12	3- 6			1-10
	None	69-34			7-25	15-71	9-32	1- 6	9-69	8-47	11-24	5-38		4-40

TABLE P-78

Total Number of Hours of Inservice Training for Whole School Staff

Response Category	TOTAL GROUP N %	SEMESTER FALL N %	SEMESTER SPRING N %	INDIVIDUAL STATES #1 N %	#2 N %	#3 N %	#4 N %	#5 N %	#6 N %	#7 N %	#8 N %	#9 N %	#10 N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	16- 8												
NONE	42-21			11-39	5-24	8-29		1- 8	4-24	6-13	1- 8	4-36	2-20
1- 5	27-13			2- 7	3-14	3-11	3-17	2-15		9-20	1- 8	2-18	2-20
6-10	42-21			3-11	4-19	4-14	1- 6	5-38	5-29	10-22	7-54		3-30
11-15	18- 9			5-18	1- 5	3-11		3-23	2-12	2- 4	1- 8		1-10
16-20	11- 5			1- 4	1- 5		1- 6		1- 6	2- 4	2-15	1- 9	2-20
21-25	10- 5						2-11		3-18	3- 6	1- 8	1- 9	
26-30	9- 4			1- 4		2- 7	1- 6	1- 8		3- 6		1- 9	
30 or more	10- 5				2-10	4-14	1- 6		1- 6	2- 4			
Some; Time Not Clear	20-10			5-18	2-10		1- 6	1- 8		9-20		2-18	

TABLE P-79

School's Inservice Training is Planned By...

Response Category	TOTAL GROUP N %	SEMESTER FALL N %	SEMESTER SPRING N %	INDIVIDUAL STATES #1 N %	#2 N %	#3 N %	#4 N %	#5 N %	#6 N %	#7 N %	#8 N %	#9 N %	#10 N %
OMIT	41-20												
Principal	30-15			2- 7		6-21	4-22	1- 8	3-18	9-20	4-31	1- 9	
IIC	92-45			11-39	12-57	10-36	6-33	9-69	11-65	18-39	4-31	6-54	5-50
Unit Leaders	3- 2			1- 4				1- 8		1- 2			
Total Staff	14- 7			4-14	2-10		2-11		1- 6	2- 4	1- 8		2-20
District Personnel	5- 2				1- 5	2- 7				2- 4			
Consultants	1- 1					1- 4							
District & School	11- 5				3-14	3-11				1- 2	4-31		
Other	8- 4			1- 4			3-17	1- 8		2- 4			1-10

TABLE P-78,79

TABLE P-80

Total Number of Inservice Topics and Activities Completed

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	22-11												
None	33-16			11-39	1- 5	4-14		1- 8	4-24	5-11	1- 8	4-36	2-20
1	26-13			1- 4	3-14	4-14	2-11	3-23	1- 6	10-22			2-20
2	20-10			3-11	1- 5	2- 7	2-11	3-23		5-11	1- 8	2-18	1-10
3	21-10			3-11	2-10	1- 4	1- 6		2-12	7-15	2-15	1- 9	2-20
4	20-10			1- 4	2-10	3-11	1- 6	4-31	1- 6	6-13			2-20
5	13- 6			4-14	2-10				2-12	2- 4	3-23		
6	22-11			3-11	2-10	3-11	1- 6	2-15	2-12	6-13	1- 8	1- 9	1-10
7	4- 2					1- 4	1- 6		1- 6		1- 8		
8 or more	24-12			2- 7	1- 5	2- 7	6-33		3-18	3- 6	4-31	3-27	

TABLE P-81

Total Number of Inservice Topics and Activities Planned for Future

OMIT	37-18												
None	88-43			18-64	5-24	9-32	1- 6	5-38	8-47	25-54	6-46	5-46	6-60
1	31-15			3-11	5-24	3-11	1- 6	2-15	2-12	8-17	3-23	2-18	2-20
2	19- 9			2- 7	1- 5	3-11	1- 6	3-23	1- 6	5-11	2-15		1-10
3	6- 3				2-10	1- 4			1- 6	1- 2	1- 8		
4	7- 3			1- 4					1- 6	2- 4		2-18	1-10
5	3- 2								2-12	1- 2			
6	2- 1							2-15					
7	2- 1			2- 7									
8 or more	10- 5			1- 4		3-11	3-17		1- 6	2- 4			

TABLE P-82

Frequency of Topics and Activities for Inservice Training

(150 Schools)

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
Reading	87-42			9-32	7-33	9-32	8-44	5-38	10-59	23-50	10-77	3-27	3-30
Mathematics	39-19			8-29	3-14	3-11	8-44	3-23	5-29	3- 6		3-27	3-30
Other Subjects	20-10			2- 7	1- 5	3-11	1- 6	4-31	2-12	5-11	1- 8		1-10
Grouping Children	70-34			10-36	6-29	8-29	8-44	2-15	7-41	16-35	7-54	5-46	1-10
Diagnosis-Assessment	50-24			6-21	2-10	7-25	7-39	2-15	4-24	6-13	9-69	4-36	3-30
Keeping Records	35-17			2- 7	5-24	3-11	9-50	2-15		5-11	6-46	2-18	1-10
Develop Materials	47-23			6-21	4-19	4-14	4-22	3-23	7-41	10-22	6-46	2-18	1-10
Behavioral Objectives	69-34			11-39	6-29	10-36	6-33	5-38	5-29	13-28	5-38	5-46	3-30
Reporting Procedures	58-28			10-36	7-33	5-18	8-44	1- 8	6-35	15-33	2-15	2-18	2-20
Training of Aides	38-18			5-18	3-14	2- 7	5-28	4-31	5-29	9-20	2-15	1- 9	2-20
Unit Functions	51-25			2- 7	4-19	8-29	8-44	2-15	6-35	7-15	7-54	6-54	1-10
Learning Modes	45-22			3-11		5-18	5-28	4-31	5-29	10-22	9-69	2-18	2-20
MUSE/IGE Evaluation	36-18			3-11	3-14	4-14	7-39	1- 8	4-24	9-20	2-15	2-18	1-10

TABLE P-82

TABLE P-83,84,85

TABLE P-83

"Does the school have a predetermined schedule of MUSE/IGE inservice meetings for the school staff?"

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	28-14												
Yes	79-38			6-21	4-19	11-39	10-56	6-46	9-53	19-41	4-31	8-73	2-20
No	98-48			17-61	13-62	12-43	8-44	6-46	6-35	21-46	9-69		6-60

TABLE P-84

Persons or Groups Who Took Active Role in Planning or Conducting School's Inservice

State Coordinator	55-27			8-29	6-29	5-18	10-56	2-15	6-35	13-28		5-46	
Local Coordinator	64-31			5-18	6-29	4-14	9-50	2-15	2-12	18-39	11-85	2-18	5-50
Other MUSE/IGE Sch.	26-13			3-11	2-10	2- 7	4-22	1- 8	1- 6	10-22	2-15		1-10
R&D Center, I/D/E/A	39-19			2- 7	4-19		8-44	4-31	2-12	10-22	5-38	1- 9	3-30
District or Outside Consultants	56-27			6-21	4-19	5-18	4-22	4-31	5-29	12-26	8-62	3-27	3-30

TABLE P-85

Variations on Inservice for Whole School Staff

A. Units Only	9- 4			1- 4	3-14	1- 4		1- 8	1- 6			2-18	
B. School and Units	5- 2			1- 4		1- 4		2-15			1- 8		
C. IIC Meeting	0- 0												
D. Faculty Meeting	4- 2			1- 4	1- 5	1- 4				1- 2			
Miscellaneous	8- 4					2- 7			2-12	4- 9			
Ongoing, day-by-day	19- 9			4-14		5-18	5-28			3- 6	2-15		
C + D	2- 1									2- 4			

TABLE P-86

Nature and Name of Center for Instructional Materials and Supplies

	TOTAL	SEMESTER		INDIVIDUAL STATES									
	GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
Response Category	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
OMIT	1- 1												
Have None	15- 7	9- 5	6-19		3	5			2		3	1	1
Library	35-17	21-12	14-44	5	2	4	4	2	3	1	8	5	1
IMC	46-22				1	4	2	4	1	25		2	1
Media Center	32-16			9	6	1	3		5	1	1		6
Learning Center	29-14			2	1	11	2	4	2	4		2	1
Separate in Units	5- 2				2		2				1		
Mixture	19- 9			4	1		3		1	10			
Resource Center	18- 9			2	5	2	2	2	3	1		1	
Other	5- 2							1		3			

"How is the (Instructional) Center Used By Children?"

Table P-87

Stated Daily or Weekly Schedule	120-59	95-55	25-78
As Necessary, With Permits	122-60	99-58	23-71
Freely -- No Schedule or Permits	113-55	98-57	15-47
In Other Ways	14- 7	14- 8	0- 0

TABLE P-86,87

Number of Activities Undertaken to Inform Parents of the new MUSE/IGE Plans and Patterns

TABLE P-88

Response Category	TOTAL GROUP	SEMESTER		INDIVIDUAL STATES									
		FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
(Response Numbers)	205	173	32	28	21	28	18	13	17	46	13	11	10
None	2- 1	2- 1			1								1
1-2	36-18	27-15	9-28	5-18	3-14	5-18	2-11	1- 8	2-12	6-13	5-38	2-18	5-50
3-4	72-35	64-37	8-25	14-50	6-29	9-32	5-28	6-46	7-41	20-44	3-23	2-18	
5-6	49-23			6-21	4-19	10-36	2-11	3-23	3-18	12-26	3-23	5-46	1-10
7-10	23-11			1- 4	5-24	2- 7	2-11	2-15	3-18	2- 4	2-15	2-18	2-20
11-15	6- 3				1- 5	1- 4		1- 8		2- 4			1-10
16-20	2- 1								2-12				
Some, but not clear	13- 6			1- 4	1- 5		7-39			4- 9			

"Did at least one activity occur prior to installation date (9-71 or 1-72)?"

TABLE P-89

	TOTAL GROUP	FALL	SPRING	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
OMIT	6- 3				1		5						
Yes	132-64	111-64	21-66	17-61	15-71	18-64	9-50	12-92	15-88	27-59	11-85	2-18	6-60
No	32-16	21-12	11-34	0	1- 5	8-29	1- 6	0	2-12	6-13	1- 8	9-82	4-40
Dates not clear	15- 7			4-14	1- 5	2- 7	2-11	1- 8		4- 9	1- 8		
All activities	20-10			7-25	3-14		1- 6			9-20			

Frequency of Parent Information Activities in Total Group of Schools

TABLE P-90

Response Category (Response Number-205)	N	%
Formal Parent Meeting	179	87
Letter from School	150	73
Newspaper Article	138	67
Informal-Coffees	86	42
Board Announcement	80	39
District Announcement	58	28

Response Category (Response Number-205)	N	%
MUSE/IGE Booklets	43	21
Informal Newsletter	15	7
School Open House	10	5
Radio and TV spots	2	1
Unit Meeting	1	1
Other	15	8

TABLE P-91

Particular Impacts Related to Introduction of MUSE/IGE Patterns

	TOTAL GROUP	SEMESTER	
		FALL	SPRING
	N %	N %	N %
Topic	205	173	32
Pupil Grading and Reporting	55-27	50-29	5-16
Parent Involvement, Reaction	34-17	34-20	
Inquiries Within the District	22-11	22-13	
Press Coverage, Reaction	14- 7	13- 8	1- 3
Student Attendance	13- 6	13- 8	
Inquiries from Outside District	23-11	23-13	
Staff Requests for Materials	38-18	35-20	3- 9
Student Excitement, Achievement	40-20	40-23	
Teamwork and Planning	39-19	36-21	3- 9
Staff Requests for Inservice	19- 9	19-11	
Decision-making	55-27	51-30	4-12

TABLE P-92

Total Number of Impacts Reported

	TOTAL GROUP	SEMESTER	
		FALL	SPRING
	N %	N %	N %
Number	205	173	32
OMIT	4- 2		
NONE	75-37	51-30	24-75
1	41-20	35-20	6-19
2	31-15	29-17	2- 6
3	19- 9	17-10	2- 6
4	13- 6	13- 7	
5	8- 4	8- 4	
6-7	11- 5	11- 6	
8-9	3- 2	3- 2	

APPENDIX D

Tables Reporting District Survey Questionnaire Findings

TABLE D-1

Number of Installing Schools Reported by 126 Districts

(District Total N = 126)

Response Category	9-71 N	1/2-72 N	Other N
1 school	71	10	
2 schools	14	1	
3 schools	7	1	
4 schools		1	
5 schools	4		
7 schools	1		
9 or more	1	1	
Earlier than 9-71			2
9-72 or later			12
Total Response	98	14	14
Grand Total	126		

TABLE D-2

Do District Responses Agree With School Responses as to Installation Dates & Listing?

(District Total N = 126)

Response Category	N	%
Yes	99	79
No	6	5
Can't tell	21	16

TABLE D-3

Do District Responses Agree with R&D Center Directory and State Coordinator as to Installation Dates & Listing ?

(District Total N = 126)

Response Category	N	%
Agrees with both	93	74
Agrees with neither	23	18
Agrees with one but not both	10	8

TABLE D-4

Respondents to District Questionnaire

(District Total N = 126)

Response Category	N	%
Superintendent	22	17
Asst. Superintendent	22	17
Director Elementary Ed.	25	20
Curriculum Director	13	10
Director Staff Devel.	3	2
Other District Personnel	11	9
Principal	26	21
Unit Leader	1	1
Not specified	3	2

TABLE D-5

Does the District Have
A Liaison Person ?

(District Total N = 112)

Response Category	N	%
OMIT	4	4
Yes	86	76
No, but plans to	5	4
No, and no plans	15	13
*(Not applicable)	2	2

TABLE D-6

What are the Liaison Person's
Responsibilities in the District?

(Possible N for this item = 86)

Response Category	N	%
Coordinates implementation	71	82
District liaison to schools	63	73
District liaison to state	56	65
Coordinates training	50	58
Plans extension of MUSE/IGE	48	56
Other activity	6	7

TABLE D-7

Does the District Have a District
Policy or Governing Group ?

(District Total N = 112)

Response Category	N	%
Yes	38	34
No, but plans to	25	22
No, and no plans	36	32
School's IIC	11	10
*(Not applicable)	2	2

TABLE D-8

Number of Districts with District
and School Representation
on District Policy Group

(Possible N for this item = 38)

Response Category	N	%
DISTRICT REPRESENTATIVES		
Superintendent, Assoc.(only)	11	29
Supt.,Assoc., and others	18	47
Other personnel (only)	9	24
SCHOOL REPRESENTATIVES		
Principal (only)	15	40
Principal and Unit Leader	9	24
Prin.,Leader, staff teacher	13	34
Unit Leader (only)	1	1

TABLE D-9

Number of Members in
District Policy Group

(Possible N for this item = 38)

Response Category	N	%
3 Members	3	8
4 Members	2	1
5 Members	5	12
6 Members	5	13
7 Members	3	8
9 Members	4	11
10 Members	5	13
11 or more	11	29

TABLE D-10

Meeting Schedule for
District Policy Group

(Possible N for this item = 38)

Response Category	N	%
Weekly	4	11
Twice/month	8	21
Monthly	17	45
Four/year	3	8
Twice/year	3	8
Not clear	3	8

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* District has only 1 school. Principal is also superintendent.

TABLE D-11

Does a League Exist and Are Your Schools Members of It?

(District Total N = 112)

Response Category	N	%
OMIT	21	19
Yes	87	78
League but not member	1	1
No League	3	3

TABLE D-12

In General, Is the League Serving Useful Purposes ?

(Possible N for this item = 87)

Response Category	N	%
Yes	76	87
Somewhat	7	8
No	4	5

TABLE D-13

Number of MUSE/IGE Schools in 1970-71

(District Total N = 112)

Response Category	N	%
OMIT	15	13
None	82	73
1 School	18	16
2 Schools	3	3
4 Schools	4	4
5 Schools	1	1
Number not clear	3	3

TABLE D-14

Source of Initial Introduction to MUSE/IGE

(District Total N = 112)

Response Category	N	%
OMIT	20	18
Overview Meeting	47	42
Professional Journal	15	13
Other Districts	7	6
R & D Brochure	7	6
State Department	7	6
Professional meeting	4	4
Other	3	3
Request to consider	2	2

TABLE D-15

Major Considerations in Adopting MUSE/IGE

(District Total N = 112)

Response Category	N	%
Provided framework	42	38
Staff readiness	15	13
Related patterns	15	13
Board attitude	12	11
Architecture	11	10
Money available	9	8
Other	4	4

TABLE D-16

Number of Innovations in District, 1968 to 1971

(District Total N = 112)

Response Category	N	%
OMIT	22	20
None	11	10
1	16	14
2	14	13
3	16	14
4	13	12
5	13	12
6	3	3
7	4	4

TABLE D-17

Number of Districts with Given Innovations, 1968 to 1971

(Possible N for this item = 79)

Response Category	N	%
Paraprofessionals	65	82
Team Teaching	55	70
Open-space building	33	42
Central materials center	30	38
Continuous progress	28	35
Ungraded school	24	30
Other	16	20
WD for word attack	14	17

TABLE D-18

Community Groups Informed Prior to District Commitment

(District Total N = 112)

Response Category	N	%
Board of Education	74	66
District Administration	64	57
All principals	46	41
PTA's and like groups	36	32
Selected principals	33	29
Teacher Organizations	26	23
Other	11	10

TABLE D-19

Total Number of Informational Activities After District Commitment

(District Total N = 112)

Response Category	N	%
OMIT	2	2
None	17	15
1-2 Activities	37	33
3-4 Activities	41	37
5-6 Activities	13	12
7-10 Activities	2	2

TABLE D-20

Number of Notices and Meetings After District Commitment

(Possible N for this item = 93)

Response Category		N	%
Letters, notices	1	33	35
	2	33	35
	3	17	18
	4	3	3
	5	2	2
	6	1	1
Meetings	1	45	48
	2	26	28
	3	4	4

TABLE D-21

Total Number of Training Materials Used by Two Groups of Respondents

(District Total N = 112)

Response Category	N	%
OMIT	19	17
Principals (N=20)		
4-6	3	3
7-10	11	10
11-12	6	5
District Personnel (N=73)		
0-3	6	5
4-6	11	10
7-10	23	21
11-12	33	29

TABLE D-22

Number of Film Materials Used by Respondents

(Possible N for this item = 93)

Response Category	N	%
None	2	2
1	8	9
2	7	8
3	10	9
4	18	19
All 5	48	54

TABLE D-23

Number of IGE Booklets Used by Respondents

(Possible N for this item = 93)

Response Category	N	%
None	4	4
1	8	9
2	7	8
All 3	74	80

TABLE D-24

Number of Respondents Using Each of Four Publications

(Possible N for this item = 93)

Response Category	N	%
R&D "Simulation" 1970	46	50
R&D #158 "Evaluation"	42	45
R&D Implementation Guide (the blue book)	48	62
I/D/E/A Implementation Guide	74	80

TABLE D-25

Number of District Personnel
Attending National Overview

(District Total N = 112)

Response Category	N	%
Superintendent, Assoc., or Assistant	21	19
Supervisor, or Director of Instruction	17	15
Reading Specialist	6	5
Director of Research, Federal Programs, or other Director	2	2
Board of Education	1	1
Other District person	1	1

TABLE D-26

Number of District Personnel
Attending State Commitment Meeting

(District Total N = 112)

Response Category	N	%
Superintendent, Assoc., or Assistant	51	46
Supervisor or Director of Instruction	38	34
Board of Education	4	4
Other District person	7	6

TABLE D-27

Number of District Personnel
Attending Local Commitment Meeting

(District Total N = 112)

Response Category	N	%
Superintendent, Assoc., or Assistant	23	21
Supervisor, or Director of Instruction	28	25
Other District person	16	14

TABLE D-28

Number of District Personnel
Attending School Leader Training

(District Total N = 112)

Response Category	N	%
Superintendent, Assoc., or Assistant	22	20
Supervisor, or Director of Instruction	21	19
Reading Specialist	10	9
Other District person	4	4

TABLE D-29

Number of District Personnel
Attending Local Preschool Workshop

(District Total N = 112)

Response Category	N	%
Superintendent, Assoc., or Assistant	26	23
Supervisor, or Director of Instruction	29	26
Reading Specialist	15	13
Other District person	7	6

TABLE D-30

District Participation in Various Combinations of the Five Standard Training Activities

(District Total N = 112)

Response Category	N	%
None of the 5 activities	17	15
All of the 5 activities	6	5
A and/or B only	24	21
C only	2	2
D + E only	3	3
A and/or B + C	8	7
A and/or B + D and/or E	20	18
A and/or B+C+D and/or E	26	23
Other combination	6	6

TABLE D-31

Number of Districts Attending Each of the Five Standard Training Activities

(District Total N = 112)

Response Category	N	%
A. National Overview	32	29
B. State Commitment	75	67
C. Local Commitment	44	39
D. School Leader Training	43	38
E. Local Staff Training	44	39
None of the 5 activities	17	15
All of the 5 activities	6	5

TABLE D-32

District Attendance at National Seminar and Coordinator Network Workshop

(District Total N = 112)

Response Category	N	%
NATIONAL SEMINAR		
Superintendent, Assoc., or Assistant	2	2
Other District person	3	3
COORDINATOR WORKSHOP		
Any District Person	2	2

TABLE D-33

District Attendance at June Reading Workshop and July Reading Institute

(District Total N = 112)

Response Category	N	%
READING WORKSHOP		
Reading Specialist	14	13
Other District person	4	4
READING INSTITUTE		
Reading Specialist	6	5
Other District person	0	0

TABLE D-34

District Personnel Involved in Visits to MUSE/IGE Schools

(District Total N = 112)

Response Category	N	%
Superintendent, Assoc., or Assistant	20	18
Supervisor, or Director of Instruction	22	20
Reading Specialist	9	8
Director of Research, Federal Programs, or other Director	1	1
Board of Education	1	1
Other District person	4	4

TABLE D-35

District Personnel Involved in Special Staff Development Training

(District Total N = 112)

Response Category	N	%
Superintendent, Assoc., or Assistant	11	10
Supervisor or Director of Instruction	17	15
Reading Specialist	6	5
Director of Research, Federal Programs, or other Director	3	3

TABLE D-36

District Personnel Attending League Activities or Special State/Regional Reading Conference

(District Total N = 112)

Response Category	N	%
LEAGUE ACTIVITY		
Superintendent, Assoc., or Assistant	16	14
Other District Person	30	27
SPECIAL READING CONFERENCE		
Reading Specialist	19	17
Other District person	7	6

TABLE D-37

District Personnel Attending Special District Conference or Miscellaneous Other Training Activity

(District Total N = 112)

Response Category	N	%
SPECIAL DISTRICT CONFERENCE		
Superintendent, Assoc., or Assistant	9	8
Supervisor, or Director of Instruction	13	12
Other District person	6	5
OTHER ACTIVITY		
Any District person	2	2

TABLE D-38

Districts with Student-Teacher Policy and Special College Relationship Concerning Placement of Student-Teachers

(District Total N = 112)

Response Category	N	%
STUDENT-TEACHER POLICY		
Yes	26	23
No	86	77
SPECIAL COLLEGE RELATIONSHIP		
Yes	71	63
No	40	36

TABLE D-39

Is there an Evaluation Activity for 1971-72 and Does the District Have Evaluation Requirements or Policy?

(District Total N = 112)

Response Category	N	%
1971-72 EVALUATION		
Yes	71	63
No	40	36
EVALUATION POLICY		
Yes	19	17
No	92	82

TABLE D-40

Agencies Undertaking Evaluation Activities, 1971-72 School Year, (Outside the Individual School)

(Possible N for this item = 71)

	Formal		Informal		Both	
Response Category	N	%	N	%	N	%
District itself	17	24	19	27	5	7
College or university	12	17	7	10	2	2
ESEA Title I-III Programs	11	15	1	1	-	-
State Department of Ed.	8	11	17	24	6	8
Contract with other agency	8	11	1	1	1	1
Other	1	1	3	4	-	-

TABLE D-41

Districts with District-Sponsored Inservice for Implementation, and Districts with Inservice Policy

(District Total N = 112)

Response Category	N	%
INSERVICE ACTIVITY		
Yes	57	51
No, but some planned	24	21
No, and no plans	31	28
INSERVICE POLICY		
Yes	56	50
No	53	47

TABLE D-42

Inservice Activities Undertaken, 1971-72

(Possible N for this item = 57)

Response Category	N	%
District Personnel as Resource	33	58
1-day Inservice	20	37
Credit Course	14	25
1/2 day Inservice	14	25
Other	3	5

TABLE D-43

Assistance Provided to Schools by District Personnel

(District Total N = 112)

Response Category	N	%
None	54	48
Lead or Sponsor Training	22	20
Consultation:Support, Problem-solving	21	19
Assistance in MUSE/IGE planning	13	12
Consultation on IGE subject-areas	12	11
Assistance on Policy Matters	11	10
Develop or Find Materials	10	9
Instructional Programing, Objectives	7	6

TABLE D-44

Number of Impacts At the District Level

(District Total N = 112)

Response Category	N	%
None & Omit	75	67
1 Impact	24	21
2 Impacts	10	9
3 Impacts	3	3

TABLE D-45

Areas of Impact Reported by Districts

(Possible N for this item = 37)

Response Category	N	
Modifications to Buildings	13	3
Grading and Reporting	10	2
Teacher Morale	8	2
School Board Decisions	7	1
Standardized Achievement Testing	4	1
Other Impacts	4	1
Parent Reaction	4	1
Inquiries Within District	2	
Press Reaction or Coverage	1	
Outside Inquiries	0	

APPENDIX F

Tables Reporting Detailed Questionnaire Findings

District Detailed Questionnaire
(32 respondents)

Table M-1

	YES		NO	
	N	%	N	%
1. Is there a district policy group?..............	15	47	17	53
2. Is there a district liaison assigned?..........	29	91	3	9
3. District planning to expand MUSE/IGE in 1972-73?..................	13	41	19	59
4. Is district using an implementation guide?	31	97	1	3

Table M-2

Implementation Guides Employed and Nature of Use

	N	%
(a) IGE Implementation Guide (IDEA) 1970................	23	72
Individually Guided Education and the Multiunit School (R & D Center) 1970 ("blue book")............	21	65
Performance Objectives for Implementation of IGE/MUS-E (R & D Center) 1971 (color-coded).........	12	37
Performance Objectives for Implementation of IGE/MUS-E (R & D Center) 1972 (revised)............	7	22
(b) Guide(s) used as reference source or aid...........	28	87
Guide(s) used as checklist for completed activities.	18	56
Guide(s) used for assessing status and progress.....	13	41
Guide(s) used for recording projected dates, accomplishment dates, plans, methods, schedule....	7	22

Table M-3

	Excellent	Good	Moderate	Fair	Poor
(a) Rating of guide's overall usefulness in providing or clarifying long-range goals of MUSE/IGE	10 (31%)	19 (60%)	3 (9%)		
(b) Rating of guide's overall usefulness as aid in first-year implementation of MUSE/IGE...............	10 (31%)	22 (69%)			

District Detailed Questionnaire
(32 respondents)

Table M-4

Types of Assistance Provided to MUSE/IGE Schools in 1971-72 by Any District Person or Group

	N	%
(a) acquiring multiple materials for IGE instruction	28	-87
(b) promoting continuous progress as a strategy	28	-87
(c) planning or conducting in-service training	25	-78
(d) promoting non-gradedness in the school	24	-75
(e) selecting a subject-area for IGE implementation	22	-69
(f) a principal's selection of Unit leaders	20	-62
(g) hiring additional staff for the MUSE/IGE school(s)	20	-62
(h) arranging for unit and IIC meeting/planning time	20	-62
(i) publicizing the new patterns	19	-59
(j) finding or developing behavioral objectives	18	-56
(k) developing articulation between elementary school and junior high or middle school	16	-50
(l) assessing students' skills and needs, and fitting this to the district's "testing program"	14	-44

Table M-5

Topics for which District Enunciated Policy or Special Guidelines for the MUSE/IGE Schools

	N	%
(a) responsibilities of aides (or restrictions on their duties)	23	-72
(b) procedures for reporting pupil progress to parents	20	-62
(c) communications between school and parent (as well as community)	18	-56
(d) assignment of special teachers (art, phy ed, music, speech, etc	17	-53
(e) assignment of student-teachers	17	-53
(f) including Special Education or Emotionally-Physically Handicapped	16	-50
(g) selection of IGE subject or curriculum materials	14	-44
(h) evaluation of the MUSE/IGE school(s) or of particular outcomes	12	-37

Librarian/IMC Director Detailed Questionnaire
(40 respondents)

Table M-6

Membership in IIC and Attendance at IIC Meetings

	N	%
Regular Member of the IIC	16	40
Not a member but sometimes attends	8	20
Not a member, does not attend	16	40

Table M-7

Changes or Provisions Made for IMC/Library for 1971-72 MUSE/IGE

	YES	NO
	N %	N %
Were such changes made?	19-48	21-52

	Number of Schools
Increased amount of space	10
Increased number of staff	9
Supply of instructional materials	10
Better accessibility of materials	10
Utilization of space	10
Improved location of space	4

Table M-8

Typical Use of IMC/Library by Children

	N %
On stated schedules for classrooms or groups	32-80
As necessary, with permits from teachers	31-77
As necessary, without permits	18-45
Free open access	17-42
For particular lessons with teacher, aide, or older student	32-80
Other use	3- 7

Table M-9

Percentages of Time Spent in Various Library/IMC Activities in 38 Schools

Percentages →	None	5-10	15-20	25-30	35-40	45-50	55-60	65-70	75-80	85-90
Managing flow of materials, supervising pupils	3	6	3	5	3	7	5	3		2
Developing resource files for instructional units	8	22	4	3						
Stocking facility	2	15	10	5	3	1		1		
Instructing pupils in use of library/IMC	5	17	3	8	1	1	1		1	
Operating A/V equipment	10	20	5	1						
Attending unit meetings re instructional needs	14	16	3	1	1					
Other activities	27	3	3*	1	2*	1				1*

*Engage in part-time (or virtually fulltime) classroom teaching

IGE Subject-area Specialist Detailed Questionnaire
(24 respondents)

Table M-10

Membership in IIC and Attendance at IIC Meetings

	N	%
Regular member of the IIC................	10	41
Not a member, but sometimes attends......	6	25
Not a member, does not attend............	7	29
(Omit)	1	5

Table M-11

Percentages of Time Spent In Various Activities Related to the IGE subject-area.

Percentages →	None	5-10	15-20	25-30	35-40	45-50	55-60	65-70	75-80	85-90	95-100
Teaching (demonstration or regular class instruction)...	4	4	1	3	3	2			3	1	3
Training (school staff or in separate units)...........	10	8	4		2						
Monitoring progress of units in IGE subject.........	12	9	2		1						
Managing flow and use of materials for IGE subject....	8	11	3	1	1						
Attending unit meetings re instruction program, need....	8	10	4	1	1						
Developing teaching and testing materials...........	9	6	6	1	2						

Principal Detailed Questionnaire
(56 respondents)

Table M-12

Dates of Assignment of Unit Leaders for the two 1971-72 Semesters, Separately
(By number of schools)

	9-12	1-3	4-6	7-8	9	10-12	1-3	4-6
	1970	1971					1972	
Fall	1	7	31	8	2	1		
Spring			2			2		2

Table M-13

	N %
Did principals directly select unit leaders? (Yes)	36 -64

Table M-15

	N %
Does Principal expect to replace unit leaders? (Yes)	21 -37

Number of Changes	Number of Schools
1	15
2	4
3	0
4 +	2

Table M-14

Criteria Used in Selecting Unit Leaders, Among 36 Principals

	N %
Professional rapport with teaching associates	28 -78
MUSE/IGE commitment	24 -67
Energy and enthusiasm	23 -64
General teaching experience	20 -56
Imaginativeness and Flexibility with methods	19 -53
Team teaching experience	16 -44
Experience with individualized systems, materials	11 -31
Generally best teacher of given grade level	8 -22
Rapport with principal	8 -22
Request to be considered for unit leader role	4 -11
Subject-matter strength(s)	3 - 8
Graduate study or degree	2 - 6
Seniority	1 - 3
Other	1 - 3

Table M-16

Principals' Rating of Unit Leader Performance

Unit Leader Total = 222

	Poorly	Adequately	Well
	N %	N %	N %
a. Finds & uses resources: staff, materials	9 - 4	70 -31	143 -65
b. Good liaison between unit, IIC, principal	10 - 4	69 -31	143 -65
c. Assists other staff in unit roles	6 - 3	69 -31	147 -66
d. Evokes positive attitudes toward change	15 - 7	60 -27	147 -66
e. Manages instructional program for IGE area	18 - 8	82 -37	122 -55
f. Maintains communication with parents	11 - 5	82 -37	129 -58
g. Leads constructive unit meetings	23 -11	88 -39	111 -50
h. Contributes to education in whole school	12 - 5	71 -32	136 -61
i. Practices good teaching approaches	9 - 4	49 -22	164 -74
j. Makes efforts to perfect his/her own skills	12 - 5	45 -20	165 -75
k. Monitors all unit activities and purposes	13 - 6	92 -41	118 -53

Principal Detailed Questionnaire
(56 respondents)

Table M-17

Grouping of Staff Teachers into Units

	N	%
a. Assigned by Principal	17	30
b. Chosen by unit leaders	4	7
c. Self-selected	6	11
d. Grouped automatically by grade level(s)	18	30
a. and b. together (IIC)	5	9
a. and c. together	4	7
Other (District or Board)	2	4

Table M-18

Provisions for Staff Teachers Not Ready to Fully Implement MUSE/IGE (in 34 schools)

Provision	Number of Schools
Self-contained classroom	5
Delay IGE subject	10
Departmentalization	6
Slower implementation	3
Inservice training	1
Participate in one IGE subject if unit had two	2
Personal guidance by Prin.	2
Transfer	5

Table M-19

Continuing Serious Problems as Installation Obstacles (from principals' point of view)

	N	%
a. Ineffective leadership of some or all unit leaders	13	23
b. Confusion over new roles and responsibilities	22	39
c. Teachers working too hard and long; "burn-out"	28	50
d. A sizable number of teachers not fully committed to MUSE and IGE	2	4
e. Lack of effective consulting assistance from outside the school	20	36
f. Resistance to idea of teaching multiage groups of students	8	14
g. Problems in teamwork, planning, & sharing in any or all units	22	39
h. Departmentalization of instruction in the units	4	7
i. Problems in school communication: between units; access to the principal; teachers and the IIC; staff meetings; attitudes	14	25
j. Problems in IMC: materials, staffing, space, and accessibility	19	34
k. Problems in in-service: content, frequency, time relevance	24	43
l. Competition among the units	5	9
m. Inadequate time for unit planning	4	7
n. Pupil mobility through the year	1	2
o. Parent disapproval or lack of support	1	2
p. Some teachers resist role of the unit leader	1	2
q. Costs for materials, supplies, aides	1	2
r. Have no aides	1	2
s. Have too few materials	1	2
t. No one to compare notes with; need moral support	1	2

Principal Detailed Questionnaire
(56 respondents)

Table M-20

Areas of Increased Activity by Principals After Introduction of MUSE/IGE

	N	%
a. delegating instructional and curricular decisions	47	84
b. consulting key staff in solution of educational problems	46	82
c. directing in-service and pre-service training of teachers	41	73
d. encouraging classroom exploration and experimentation	40	71
e. meeting with, and explaining the school program to, parents	39	70
f. securing consultant and specialized help for school program	33	59
g. supervising educational programs and practices in the school	32	57
h. attending meetings of professional groups	31	55
i. evaluating performance of teachers, paraprofessionals, others	23	41
j. dealing with varied personnel problems	22	39
k. teaching children	17	30
l. handling discipline problems	3	5
m. taking care of routine school management matters	4	7
n. having meetings of the full school staff	8	14

Table M-21

Principals' Definition of "Beginning Point" of MUSE/IGE Installation

	N	%
Organization of teachers and students into functioning units	13	23
Decision by school staff to be committed to MUSE/IGE	9	16
Preschool Workshop for the school staff	8	14
Initiation of the Wisconsin Reading Design: assessment	5	9
Initiation of team functions (planning, sharing, teaching)	4	7
Selection of the Unit Leaders	3	5
Initiation of other individualized curriculum: assessment	2	4
First regular meeting of the IIC	1	2
Development of the IMC or Learning Center or Media Center	1	2
Initiation of in-service training	1	2
Choice of subject-area(s) for IGE	1	2
Delineation of general or specific objectives in IGE subject	0	0
Principal's initial training	1	2
Superintendent's decision to enroll	1	2
Decision by the IIC "to go"	1	2
(Multiple response or no response)	5	9

Unit Teachers Detailed Questionnaire
(776 responses)

Table M-22

Summary of Teachers' Attitudes Toward Aspects of MUSE/IGE

TOPICS	POSITIVE	NEUTRAL	NEGATIVE	
	N %	N %	N %	
The size of your unit's student body	379-49	157-20	230-30	
The size of your unit's teaching staff	406-52	156-20	201-26	*
Teaching small and medium-sized groups (3-11, 12-19)	714-92	42- 5	11- 2	
Teaching large groups (30 or more students)	224-29	211-27	331-43	*
All teachers teaching all the students in the unit	480-62	173-22	109-14	*
All teachers teaching all the subject-areas	331-43	237-30	194-25	*
Having all or most teaching materials in one location	565-73	121-16	79-10	
Keeping records in IGE and recording pupils' progress	545-70	156-20	67- 9	
Making plans and decisions with other unit teachers	676-87	75-10	20- 3	
Having school-wide in-service training on MUSE and IGE	542-70	175-23	49- 6	
Having unit in-service training on MUSE and IGE	597-77	127-16	39- 5	
Having a full- or part-time aide on the unit staff	739-95	16- 2	13- 2	
Departmentalization within the unit	337-43	275-35	138-19	
One teacher as resource person for a subject-area or instructional unit, with others also teaching	524-68	182-23	58- 8	
Assessing students' detailed attainments and needs	665-86	82-11	18- 2	
Having pupils of a 2- or 3-year range within the unit	470-61	201-26	95-12	*
Evaluating students in terms of continuous progress	703-91	57- 7	10- 1	
Having self-contained classrooms within the unit	247-32	242-31	271-35	*
Regrouping children every few weeks for instruction, based on progress and needs	617-80	98-13	52- 7	

* Teacher-unit leader differences are discussed in the text.

Table M-23

Proportions of Time Preferred for Working as a Unit

	Time Proportions				
	All	Most	About Half	Some	Very Little
	N %	N %	N %	N %	N %
Unit Leaders	38-20	76-40	41-21	31-16	6- 3
Staff Teachers	77-14	185-33	147-26	132-23	19- 3
Other Teachers		3-17	7-39	6-33	
Total Group	115-15	264-34	195-25	169-22	25- 3

Table M-24

Teacher Ratings of IIC Functions

Topics	Poorly N	Poorly %	Adequately N	Adequately %	Well N	Well %
coordinates the in-service program of the school	177	-23	366	-47	110	-14
helps in resolving the individual units' problems	171	-22	387	-50	134	-17
coordinates the school's total instructional program	185	-24	353	-45	109	-14
improves staff communications within the total school	166	-21	344	-44	186	-24
coordinates the use of space, equipment, materials, and facilities among the units	135	-17	389	-50	141	-18
coordinates the informing and contacting of parents	171	-22	338	-43	103	-13
locates and acquires needed instructional materials	182	-23	346	-44	100	-13
takes the place of the traditional teachers' meeting	150	-19	268	-34	169	-22

Table M-25

Characteristic Modes of Regularly Scheduled Teaching Across All Teachers

	N	%
A. Teaching various groups of students, where students are multiaged all or most of the time	363	-46
B. Teaching various groups of students, where students are of the same (general) age and in the same grade	201	-26
C. Teaching a particular group in the unit, where students are multiaged; in effect, a self-contained class	93	-12
D. Teaching a particular group, where students are of the same age and grade; in effect, a self-contained class	61	- 8
A and B combined	14	- 2
A and D combined	20	- 3
A and C combined	2	- 1
B and C combined	5	- 1
Other	12	- 2

Table M-26

Special Tasks and Assignments in Units

	N	%
a subject-matter area, on a permanent basis	149	-19
a subject-matter area for instructional units	153	-20
assessment of student needs, performance, and progress	53	7
teaching methods in class-sized or large groups	27	- 4
teaching methods in medium, small, or tutorial groups	26	- 3
plans and methods for grouping unit children for instruction	83	-11
preparing and/or gathering performance objectives	64	- 8
developing or gathering instructional materials	146	-19
relating to parents and answering parent information-needs	69	- 9
other	10	- 1

Teaching Unit Detailed Questionnaire
(208 respondents)

Table M-27

Nature of Unit Inservice Activities in 117 Units

	N	%
Inservice occurred during regular unit meeting time	81	-69
Used some of the I/D/E/A filmstrips and cassettes	99	-85
Used some of the I/D/E/A films	91	-77
Used booklets "Unit Operations" "Learning Program"	87	-74
Repeated use of some films or filmstrips	74	-63
Topic sometimes the individualized IGE curriculum	109	-93
Topic sometimes various teaching and learning styles	110	-94
Topic sometimes "unit operations"	110	-94
Generally feel inservice has been beneficial to unit	108	-93
Plan to continue unit inservice next year	115	-98

Table M-28

Unit Practices in IGE Instructional Programing

	N = 183 Subject #1		N = 54 Subject #2	
	N	%	N	%
Assess pupil performance and needs in terms of behavioral objectives	162	-88	44	-81
Group children for instruction in terms of common specific needs	174	-95	48	-88
Regroup children as they progress	168	-91	47	-88
Have all teachers teaching the subject	169	-92	48	-88
TYPICAL TEACHING MODE				
Given groups of 20-30, on regular basis	19	-10	4	- 7
Groups of any size based on general ability, on regular basis	29	-16	15	-27
Supervising each child in an individualized system; working on his own	22	-12	6	-11
Groups of changing composition and size based on reassessment and regrouping	102	-55	29	-54

Table M-29

Number of Units Reporting Assistance from the IIC

	N	%
working out scheduling problems of various sorts	121	-58
developing ways of keeping records on pupil achievement and needs	88	-42
securing consultants to aid the unit in planning or teaching	87	-42
perfecting plans for instructional programing in the IGE subject	65	-31
finding or developing performance objectives	60	-29
suggesting or developing criterion-referenced tests	25	-12
other	18	- 8

IIC Detailed Questionnaire
(52 respondents)

Table M-30

Range of Dates for Organization of IIC and IIC's Beginning to Function
(for 46 Fall Semester Schools and 6 Spring Semester Schools)

	Fall Semester	Spring Semester
a) Range of dates for organization of the IIC.............	1-71 to 12-71	9-71 to 11-71
b) Range of dates for IIC's beginning to function..........	2-71 to 1-72	10-71 to 3-72
c) Range in months of disparity between a) and b)	0 to 9 mos.	0 to 6 mos.

Table M-31

Implementation Problems and Obstacles Noted by IIC's

	N %	N %	N %
*	Trouble-Some	4 Most Serious	Cope & Progress
1. Keeping records and recording student progress for IGE	28 - 54	7 - 13	21 - 40
2. Stating instructional objectives in behavioral terms	25 - 48	9 - 17	19 - 37
3. Grouping students for instruction	25 - 48	9 - 17	17 - 33
4. Multiage grouping in rooms, classes, or units	19 - 37	7 - 13	17 - 33
5. Assessment of students' achievement states and needs	28 - 54	13 - 25	15 - 29
6. Working on two or more IGE subjects	11 - 21	2 - 4	5 - 10
7. Implementing the IGE instructional programing model	20 - 38	12 - 23	13 - 25
8. Teaching all the various sizes of instructional groups	19 - 37	2 - 4	15 - 29
9. Level of support/cooperation from parents	10 - 19	3 - 6	10 - 19
10. Level of support/cooperation from district personnel	18 - 35	7 - 13	9 - 17
11. Reporting and explaining to parents & community	22 - 42	3 - 6	15 - 29
12. Overall school schedules and separate unit schedules	28 - 54	6 - 12	23 - 44
13. Time available for planning, grouping, evaluating, & preparation--in the units	45 - 87	32 - 62	15 - 29
14. Teachers knowing & working with up to 150 students	19 - 37	3 - 6	11 - 21
15. Costs for staff, materials, construction, training	25 - 48	9 - 17	7 - 13
16. Time for in-service training	41 - 79	7 - 13	21 - 40
17. Coordination of use of space, materials, staff	25 - 48	5 - 10	21 - 40
18. Roles and responsibilities of aides	12 - 23	1 - 2	12 - 23
19. Daily moving of students & teachers within units	12 - 23	1 - 2	11 - 21
20. Discipline, noise, confusion	28 - 54	5 - 10	17 - 33
21. Nature of the building(s), layout, space; doors	29 - 56	13 - 25	16 - 31
22. Materials and equipment in the IMC/library	17 - 33	4 - 8	9 - 17
23. Location of IMC/library; accessibility & size	22 - 42	5 - 10	10 - 19
24. Outside assistance for consultation & in-service	15 - 29	4 - 8	8 - 15
25. Supply of large variety of teaching materials	29 - 56	10 - 19	13 - 25
26. Size of unit staffs	21 - 40	7 - 13	13 - 25
27. Children's adjustments to the new routines	13 - 25	--	15 - 29
28. Scheduling special teachers (art, phys. ed, etc.) into the instructional programs of the units	29 - 56	9 - 17	18 - 35

*Schools noted from 5 to 28 Troublesome areas, with an average of 12.

IIC Detailed Questionnaire
(52 respondents)

Table M-32

IIC's Ratings of Implementation Guides Used

	Excel-lent	Good	Moder-ate	Fair	Poor	Omit
Overall usefulness in providing or clarifying long-range goals for MUSE/IGE	5 (10%)	23 (44%)	11 (21%)	2 (4%)	--	11 (21%)
Overall usefulness as an aid in first-year implementation of MUSE/IGE	4 (8%)	24 (46%)	10 (19%)	3 (6%)	--	11 (21%)

Table M-33

IIC's Ratings of Other Resources: Persons, Groups, Materials
(Variable Numbers of Respondents)

	Excel-lent	Good	Moder-ate	Fair	Poor	Doesn't Apply
	N %	N %	N %	N %	N %	N %
IDEA Booklet "Principal's Handbook"	15-29	24-46	6-12	3- 6	1- 2	2- 4
IDEA Booklet "Unit Operations & Roles"	12-23	23-44	14-27	3- 6		
IDEA Booklet "The Learning Program"	10-19	22-42	17-33	3- 6		
IDEA films (various)	9-17	27-52	9-17	4- 8		2- 4
IDEA filmstrips and cassettes	12-23	23-44	10-19	2- 4	1- 2	1- 2
R&D Center "Resource File" (1972)with simulation, sample agendas and plans	2- 4	4- 8	5-10			31-60
Publications of your linkage group	1- 2	9-17	9-17	5-10	6-12	19-37
Consultants: Wisconsin R & D Center	1- 2	13-25	8-15	5-10	5-10	17-33
" I/D/E/A-Kettering	3- 6	5-10	3- 6	1- 2	3- 6	33-63
" State Dept. of Education	2- 4	16-31	7-13	3- 6	4- 8	18-35
" College or University	3- 6	10-19	7-13	4- 8	5-10	21-40
" District central office	2- 4	10-19	4- 8	4- 8	5-10	23-44
Formal state or regional linkages of schools (league, pact, network)......	4- 8	16-31	11-21	8-15	3- 6	8-15
District policy or steering committee for MUSE/IGE installation.........	1- 2	5-10	5-10	4- 8	4- 8	25-48
State coordinator; associated staff	5-10	16-31	8-15	7-13	4- 8	9-17
Local coordinator or liaison	3- 6	12-23	7-13	4- 8	4- 8	20-38
Staff of nearby schools		7-13	10-19	1- 2	2- 4	28-54

IIC Detalied Questionnaire
(52 respondents)

Table M-34

Persons and Groups Involved in Decision-Making

	P	IIC	UL	UNIT	OTHER
a. Choice of IGE subject is made by...	13	15	2	21	Staff-12 District-4
b. Whether or not all teachers will teach the IGE subject(s) to some extent is decided by...	12	10	4	33	Staff-5 District-1
c. Decisions as to what subjects each teacher will teach are made by...	6	4	6	47	
d. Makeup of unit teaching staff is decided by	42	8	9	12	Staff-5;Dist-1
e. Unit instructional schedules are set by...	8	9	13	41	
f. Selection of paid aides is made by...	30	6	6	13	District-8
g. Aides' duties & roles are determined by...	12	14	16	37	Staff-5;Dist-1
h. Selection of materials for IMC is made by...	22	12	9	31	IMC-12;Staff-2
i. Where and when students may study or work outside actual unit room(s) is set by...	3	14	4	42	
j. Content & agendas of unit meetings are set by	12	11	47	32	
k. Regular communication with parents (contact, information, feedback) is decided by...	30	20	16	29	District-7
l. Content and frequency of school-wide in-service training is decided by...	30	32	6	10	District-10
m. Staff attendance at in-service & other activities away from the school is decided by	33	21	7	10	District-9
n. Content and frequency of in-service training within the unit is decided by...	7	10	20	29	
o. Forms or systems for recording student progress and needs are determined by...	8	26	5	38	District-10
p. Means and frequency of reporting pupil progress to parents are decided by...	10	19	5	19	District-29

Table M-35

Unit and IIC Activities Reported as Goals or Policy Statements

	N	%
All units adopt same IGE subject...	41	79
Each teacher teach all regular subjects to an extent............	37	71
Each teacher teach IGE subject.....	42	81
Each teacher teach all or most students in unit.................	41	79
One teacher lead for given subject, all others also teach......	39	75
In typical week, each unit teach small, medium, large groups, tutorial; in the IGE subject.......	44	85
Given teacher becomes specialist in 1 or 2 group-sizes (as above).	21	40
Instructional programing model is followed in IGE subject..........	36	69

	N	%
Each teacher has special group of unit students for guidance purposes............	42	81
Unit leaders have lighter teaching load................	38	73
Units submit plans to IIC......	22	42
Unit agendas and minutes reviewed by IIC.............	16	31
Units have prescribed meetings.	45	87
Systematic inter-unit information and communication.....	41	79
Unit meetings evaluated or studied by IIC..............	25	48
Kg and primary in same unit, with multiage instruction....	31	60

Table M-36

IIC Summary Statement of Year-end MUSE/IGE Status

	YES		NO		? or Partial N
	N	%	N	%	
1. (a) Do you hold regular IIC meetings on a scheduled basis?	48	92	4	8	
(b) Does the IIC make decisions concerning the instructional program?	47	90	5	10	
2. (a) Is the IMC/library adequately stocked with instructional material?	19	37	30	58	1
(b) Is the IMC/library being "used to capacity" by students & teachers?	23	44	26	50	
3. (a) In general, do teachers in the units take on different roles within the units (differentiated staffing)?	38	73	12	23	2
(b) Are paraprofessionals contributing to the instructional program?	49	94	3	6	
4. (a) Are lines of communication in the school "open?"	49	94	1	2	
(b) Are teachers' concerns and needs considered by the IIC and principal?	50	96	2	4	
5. (a) Are your units multiaged (with a 2 to 4 year spread)?	46	88	4	8	1
(b) Within the units, is instruction itself typically directed to multiaged groups of children?	42	81	8	15	2
6. (a) Has MUSE/IGE changed the principal's role to one of increased participation in the instructional program?	40	77	11	21	1
(b) Has the principal been able to encourage teachers to experiment with different instructional approaches?	46	88	4	8	1
7. (a) Do you have at least one IGE subject at this time?	48	92	3	6	
(b) Is it being implemented in all the units?	43	83	7	13	
(c) Is the "instructional programing model" being followed in all the units with respect to the IGE subject?	31	60	18	35	2
8. (a) In general, are the units functioning as "working groups?" That is, are the unit staffs doing cooperative planning and teaching?	50	96	2	4	
(b) Do most teachers appear content with their "teammates?"	48	92	4	8	
9. (a) Is your school fully unitized at this time? That is, are all students and regular classroom teachers in units?	40	77	12	23	
(b) Is the Kindergarten instructionally integrated with a primary unit?	24	46	25	48	
10. (a) Are unit leaders focusing unit attention on the IGE subject and the instructional programing model?	42	81	7	13	2
(b) In general, are unit leaders finding it easy to encourage or assign a variety of teaching responsibilities in the units?	35	67	14	27	2
11. (a) On the whole, does the school staff appear to be "sold" on the idea of the multiunit school structure?	42	81	9	17	1
(b) Is there a general atmosphere of commitment to individualized education among teachers at this time?	45	87	5	10	1
12. (a) Do you have periodic or regularly scheduled in-service training for the whole school staff?	39	75	13	25	
(b) Have school representatives attended various sorts of training and conferences sponsored by agencies outside the school?	50	96	2	4	
(c) Have you called on other resources or consultants for assistance?	46	88	6	12	

Table M-37

Rating of Overall Training and Exposure in "preparing you for taking on your new role in the implementation"

	Excellent	Good	Moderate	Fair	Poor	OMITS
	N %	N %	N %	N %	N %	N %
Principals N=55	9-16	23-42	16-29	7-13		
Unit Leaders N=192	18- 9	62-33	51-27	40-21	21-11	
Teachers N=592	35- 6	157-27	152-26	143-24	96-16	
Librarian-IMC N=39	4-10	9-23	15-39	4-10	5-13	
IGE Specialist N=24	2- 8	14-58	5-21	1- 4	1- 4	
Total Sample N=902	68- 8	265-29	239-27	195-22	123-14	12- 1

Table M-38

Rating of Overall Training and Exposure in "informing you about the multiunit structure and purposes"

	Excellent	Good	Moderate	Fair	Poor	OMITS
	N %	N %	N %	N %	N %	N %
Principals N=55	14-26	28-51	9-16	3- 6	1- 2	
Unit Leaders N=192	24-13	79-41	53-28	26-14	9- 5	
Teachers N=592	45- 8	220-37	148-25	125-21	40- 7	
Librarian-IMC N=39	8-21	14-36	10-26	2- 5	4-10	
IGE Specialist N=24	5-21	13-54	3-13	2- 8	1- 4	
Total Sample N=902	96-11	354-39	223-25	158-18	55- 6	16- 2

Common Response of All Individuals

Table M-39

Rating of Overall Training and Exposure in "informing you about purposes/procedures of individually-guided education"

	Excellent	Good	Moderate	Fair	Poor	OMITS
	N %	N %	N %	N %	N %	N %
Principals N=55	13-24	28-51	10-18	4- 7		
Unit Leaders N=192	22-12	81-42	53-28	27-14	6- 3	
Teachers N=592	55- 9	241-41	134-23	115-19	34- 6	
Librarian-IMC N=39	10-26	15-39	9-23	3- 8	1- 3	
IGE Specialist N=24	6-25	14-58	2- 8	1- 4	1- 4	
Total Sample N=902	106-12	379-42	208-23	150-17	42- 5	17- 2

Table M-40

Rating of School's Inservice Program "in terms of its being adequate to your needs"

	Excellent	Good	Moderate	Fair	Poor	OMITS
	N %	N %	N %	N %	N %	N %
Principals N=55	4- 7	24-44	18-33	6-11	3- 6	
Unit Leaders N=192	20-10	55-29	49-26	40-21	22-12	
Teachers N=592	26- 4	148-25	146-25	150-25	106-18	
Librarian-IMC N=39	2- 5	15-39	11-29	4-10	2- 5	
IGE Specialist N=24	4-17	14-58		2- 8	3-13	
Total Sample N=902	52- 6	242-27	224-25	200-22	133-15	51- 6

Table M-41

Rating of Implement "Success" of Multiunit Structure

	Excellent	Good	Moderate	Fair	Poor	OMITS
	N %	N %	N %	N %	N %	N %
Principals N=55	18-33	29-53	5-10	1- 2		
Unit Leaders N=192	26-14	83-43	42-22	14- 8	9- 5	
Teachers N=592	64-11	248-42	131-22	80-14	27- 5	
Librarian-IMC N=39	2- 5	19-49	7-18	3- 8		
IGE Specialist N=24	3-13	13-54	5-21	1- 4		
Total Sample N=902	113-13	392-44	190-21	99-11	36- 4	72- 8

Table M-42

Rating of Implementation "Success" of the Instructional Model in the IGE Subject

	Excellent	Good	Moderate	Fair	Poor	OMITS
	N %	N %	N %	N %	N %	N %
Principals N-55	8-15	34-62	8-15	1- 2	2- 4	
Unit Leaders N=192	30-16	86-45	42-22	14- 7	2- 1	
Teachers N=592	77-13	243-41	110-19	54- 9	15- 3	
Librarian-IMC N=39	3- 8	16-41	6-15	1- 3		
IGE Specialist N=24	6-25	14-58	2- 8	1- 4		
Total Sample N=902	124-14	393-44	168-19	71- 8	19- 2	127-14

Table M-43

Would you prefer to have had more...

		YES		NO		OMITS	
		N	%	N	%	N	%
training prior to MUSE/ IGE implementation?	Principals	32	58	23	42		
	Unit Leaders	124	65	51	27		
	Teachers	376	64	166	28		
	Librarian-IMC	25	64	8	21		
	IGE Specialist	15	63	6	25		
	Total Sample	572	63	254	28	76	8
training during MUSE/ IGE implementation?	Principals	38	69	17	31		
	Unit Leaders	132	69	42	22		
	Teachers	410	69	124	21		
	Librarian-IMC	24	62	6	15		
	IGE Specialist	17	71	5	21		
	Total Sample	621	69	194	22	87	10
contact with "outside" consultants?	Principals	32	58	23	42		
	Unit Leaders	117	61	55	29		
	Teachers	362	61	160	27		
	Librarian-IMC	20	51	9	23		
	IGE Specialist	14	58	7	29		
	Total Sample	545	60	254	28	103	11
practical "how-to-do-it" training?	Principals	51	93	4	7		
	Unit Leaders	174	91	9	5		
	Teachers	516	87	32	5		
	Librarian-IMC	30	77	2	5		
	IGE Specialist	21	88	1	4		
	Total Sample	792	88	48	5	62	7
opportunity to develop & discuss plans?	Principals	41	75	14	26		
	Unit Leaders	152	79	27	14		
	Teachers	455	77	94	16		
	Librarian-IMC	27	69	3	8		
	IGE Specialist	20	83	3	13		
	Total Sample	695	77	141	16	66	7

Common Response of All Individuals

Table M-45

Eleven Workshop Topics Suggested by Individual Staff Respondents

Variable Number	1	2	3	4	5	6	7	8	9	10	11
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
Principals N=55	3- 6		4- 7	6-11		2- 4	2- 4	12-22	1- 2	6-11	5- 9
Unit Leaders N=192	13- 7	4- 2	13- 7	9- 5	9- 5	8- 4	5- 3	36-19	7- 4	5- 3	14- 7
Teachers N=592	33- 6	19- 3	59-10	42- 7	14- 2	35- 6	16- 3	72-12	19- 3	11- 2	44- 7
Librarian-IMC N=39	1- 3	1- 3		2- 5		2- 5		3- 8		1- 3	
IGE Specialist N=24	2- 8			1- 4	1- 4	2- 8	1- 4	2- 8		3-13	4-17
Total Sample N=902	52- 6	24- 3	76- 8	60- 7	24- 3	49- 5	24- 3	125-14	27- 3	26- 3	67- 7

1. IGE assessment, student evaluation, records
2. Total intra-staff communication for the school
3. PRACTICE in IGE instructional programing; how to implement
4. General IGE review, overview, purposes, methods and materials
5. Grouping and regrouping of students
6. Setting up good media center in unit or school; learning centers
7. Management in the unit; teaching, organizing, order
8. Total IGE implementation plan for a given IGE subject-area
9. Several IGE components: assess, records, grouping, objectives
10. How to work as a team: share, plan, teach, get along, meetings
11. (Other): include several on (a) Kg and primary combined, (b) learning modes, and (c) how to utilize aides

Common Response of All Individuals

Table M-46

Eleven Weaknesses in Training Design Noted by Individual Respondents

Variable Number	1	2	3	4	5	6	7	8	9	10	11
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
Principals N=55	5- 9	1- 2	3- 6	6-11	2- 4	4- 7	9-16	1- 2	2- 4		
Unit Leaders N=192	4- 2	13- 7	7- 4	11- 6	2- 1	8- 4	13- 7	10- 5	1- 1	5- 3	5 -3
Teachers N=592	17- 3	32- 5	16- 3	38- 6	15- 3	18- 3	37- 6	16- 3	15- 3	16- 3	13 -2
Librarian-IMC N=39		1- 3		2- 5	1- 3	1- 3	3- 8		2- 5		
IGE Specialist N=24	2- 8	1- 4		1- 4		2- 8		1- 4		2- 8	
Total Sample N=902	28- 3	48- 5	26- 3	58- 6	20- 2	33- 4	62- 7	28- 3	20- 2	23- 3	18 -2

1. Unprepared or inexperienced trainers: State Dept., colleges, facilitator, consultants
2. Too much theory and not enough practical training
3. Lack of clear long-range expectations and outcomes
4. Problem-solving approach lacking; too few specific examples of implementation
5. Too few materials and resources to implement IGE (as part of training)
6. Too little training (or none) for staff teachers
7. Too late, too soon, too little, too compressed, too fast
8. Planning excluded from training; too little planning
9. Lack coordination of the whole training experience
10. Lack time, quality, relevance, and amount in re inservice training
11. Need training prior to implementation, not just during

Common Response of All Individuals

Table M-47

Thirteen Major Pieces of Advice Offered by Individual Staff Respondents

Variable Number	1	2	3	4	5	6	7	8	9	10	11	12	13
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %
Principals N=55	5- 9			4- 7	1- 2	4- 7	2- 4	1- 2	1- 2		9-16	2- 4	3- 6
Unit Leaders N=192	14- 7	18- 9	11- 6	4- 2	11- 6	11- 6	6- 3	10- 5	6- 3	6- 3	11- 6	7- 4	5- 3
Teachers N=592	46- 8	38- 6	31- 5	18- 3	25- 4	30- 5	26- 4	25- 4	22- 4	23- 4	23- 4	15- 3	25- 4
Librarian-IMC N=39		1- 3	2- 5	3- 8		1- 3	1- 3	2- 5	1- 3	4-10	2- 5	1- 3	1- 3
IGE Specialist N=24	3-13	2- 8		1- 4		1- 4	1- 4			2- 8	4-17	2- 8	
Total Sample N=902	68- 8	59- 7	44- 5	30- 3	37- 4	47- 5	36- 4	38- 4	30- 3	35- 4	49- 5	27- 3	34- 4

1. GO SLOW: be realistic, careful, use step-by-step procedure, take time
2. Form compatible teams; use assets of all
3. Insist on much training prior to implementation
4. Be sure of good staff understanding and acceptance of concepts and requirements
5. Expect to work hard, and be willing to
6. Plan, prepare, train ahead of time (by any and all means and early)
7. Work with only one IGE subject in the first year
8. Be receptive to change, be flexible
9. Be sure there's time for unit planning and meeting on regular basis
10. Have plenty organized materials, resources, files, for IGE subject
11. Staff must be given choice in first place...and then be committed
12. TOTAL preparation in advance: materials, staff, space, plans, alternatives
13. (Other) (In which "Don't do it" was prominent advice)

Common Response of All Individuals

Table M-47

Thirteen Major Pieces of Advice
Offered by Individual
Staff Respondents

APPENDIX H

State Summary Sheets Accounting for All Schools

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Colorado
(page 1 of 2)

	First Questionnaire Sent 2/1/72 #		School on ETS Visit Roster	Second Questionnaire Sent 4/27/72 @		Date of Installation *				
	Received									
	Prin	Distr		Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Riverview, Durango	x	x	x	x	xx	x				
Arlington, Greeley	x		x	x	xx	x				
Juchem, Broomfield	x	x	x	x	xx	x				
Irving, Pueblo	x	x		x	x	x				
Scott, Greeley	x			x	xx	x				
Hellbeck, Pueblo	x	x		x	xx	x				
Platte Canyon, Bailey	x	x		x	x	x				
Jefferson, Pueblo	x	x		x	xx	x				
St. Mary, Walsenburg	x	x		x	xx	x				
Platteville, Platteville	x					x				
Chappelow West, Greeley	x					x				
Brentwood, Greeley	x					x				
South Security, Security	x	x				x				
Park, Durango	x	x				x				
Laurel, Fort Collins	x	x				x				
Greenwood, Cherry Creek	x	x				x				
Fountain, Pueblo	x	x				x				
Cameron, Greeley	x					x				
Liberty, Rocky Ford	x	x				x				
Guardian Angel, Denver	x					x				
Goodnight, Pueblo	x	x				x				
Pikes Peak, Colorado Springs	x	x				x				
Chappelow East, Greeley	x					x				
La Veta, La Veta	x	x				x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

STATE: Colorado
(page 2 of 2)

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

	First Questionnaire Sent 2/1/72 #		School on ETS Visit Roster	Second Questionnaire Sent 4/27/72 @		Date of Installation *				
	Received									
	Prin	Distr		Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Ebert, Denver	x					x				
Avondale, Avondale	x					x				
South Routt, Yampa	x	x				x				
Washington, Rocky Ford	x	x				x				
Vineland, Pueblo						x				
Maddox, Englewood						x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Connecticut
(page 1 of 1)

	# First Questionnaire Sent 2/1/72 Received		School on ETS Visit	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Metacomet, Bloomfield	x	x	x	x	xx	x				
Woodland, East Hartford	x	x	x	x	xx	x				
Union, Farmington	x		x	x	xx	x				
Nathan Hale, Manchester	x			x	xx	x				
Linden Street, Plainville	x			x					x	
Warehouse Point, Warehouse Point	x			x	xx	x				
Horace Belden, Simsbury	x	x		x	xx	x				
Emerson-Williams, Wethersfield	x	x				x				
Clover Street, Windsor	x	x				x				
Deerfield, Windsor	x	x				x				
Oliver Ellsworth, Windsor	x	x				x				
Joseph P. Vincent, Bloomfield	x	x				x				
Manchester Green, Manchester	x					x				
G. E. Slye, East Hartford	x	x				x				
Bloomfield Middle, Bloomfield	x	x				x				
Towpath, Avon	x	x				x				
West Hill, Rocky Hill	x					x				
Seymour, East Granby	x	x				x				
Frank M. Kearns, Granby	x					x				
Laurel, Bloomfield	x	x				x				
Wintonbury, Bloomfield	x	x				x				
West Ridge, Southington				x	x		x			
Stevens, Rocky Hill						x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Illinois
(page 1 of 2)

	First Questionnaire Sent 2/1/72 #		School on ETS Visit	Second Questionnaire Sent 4/27/72 @		Date of Installation *				
	Received									
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
W. J. Zahnow, Waterloo	x	x	x	x	xx	x				
Union Ridge, Harwood Heights	x	x	x	x	xx	x				
Pottawatomie, Hazel Crest	x	x		x		x				
Roanoke, Roanoke	x			x	x	x				
Willard, Evanston	x	x		x		x				
Greenville, Greenville	x	x		x	xx	x				
Troy C. Cronin, Joliet	x	x		x	x	x				
University Lab., Macomb	x	x		x	xx	x				
Peter Hoy, Lombard	x			x		x				
Grant, Moline	x	x		x			x			
Lincoln-Irving, Moline	x	x		x			x			
Butterworth, Moline	x	x	x	x	xx		x			
Washington, Wheaton	x					x				
Washington, Mundelein	x	x				x				
Eisenhower, Jacksonville	x	x				x				
Dewey, Evanston	x	x				x				
W. F. Fierke, Tinley Park	x	x				x				
Mechanics Grove, Mundelein	x	x				x				
Rutledge Hall, Lincolnwood	x	x				x				
Briar Glen, Glen Ellyn	x					x				
Nelson, Edwardsville	x	x				x				
Pioneer, West Chicago	x	x				x				
Divernon, Divernon	x	x				x				
Jefferson, Mundelein	x	x				x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Illinois
(page 2 of 2)

	# First Questionnaire Sent 2/1/72		School on ETS Visit Roster	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Received									
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
College Hill, Evanston	x	x				x				
Lincoln, Quincy	x	x				x				
Horace Mann, Moline	x	x				x				
Ericsson, Moline	x	x					x			
Kampmeyer, O'Fallon									x	
Washington, Hasca									x	
Belle Aire, Downers Grove	x	x						x		
Martin Luther King, Evanston	x	x						x		
Medinah, Medinah									x	
Hanover Highlands, Hanover Park									x	
Pope County, Golconda									x	
Coventry, Crystal Lake		x								x
Canterbury, Crystal Lake		x								x
El Sierra, Downers Grove		x				x				
Central, Evanston		x								x
Dawes, Evanston		x				x				
Oakton, Evanston		x				x				
Orrington, Evanston		x				x				
Northeast, Evergreen Park									x	
Northwest, Evergreen Park									x	
Southeast, Evergreen Park									x	
Southwest, Evergreen Park									x	
Carl Sandburg, Mundelein		x				x				
Lincoln, Mundelein		x				x				
Lincoln, Clinton							x			
Marissa, Marissa									x	

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

STATE: Minnesota

(page 1 of 1)

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

	First Questionnaire Sent 2/1/72 # Received		School on ETS Visit	Second Questionnaire Sent 4/27/72 @		Date of Installation *				
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Reading, Reading	x	x	x	x	xx	x				
Madison, Madison	x	x	x	x	xx	x				
Birch Lake, White Bear Lake	x		x	x	xx	x				
Golden Lake, Circle Pines	x			x	xx	x				
Southview, Waconia	x	x		x	xx	x				
Bemidji, Bemidji	x	x		x	xx	x				
Central Park, Roseville	x			x	xx	x				
Buffalo Lake, Buffalo Lake	x	x				x				
Atwater, Atwater	x	x				x				
Brooten, Brooten	x	x				x				
Washington, Hibbing	x					x				
Lake Johanna, St. Paul	x	x				x				
Jefferson, Willmar	x	x				x				
Portland, Richfield	x	x				x				
Dawson, Dawson	x	x				x				
Garfield, Garfield	x	x				x				
New Brighton, New Brighton	x	x				x				
Reeder School, St. Paul	x	x				x				
Dolson Hill, Pipestone	x	x						x		
Sanford, Montevideo	x	x						x		
Boyd, Boyd		x				x				
Granite Falls, Granite Falls						x				
Silver Oak, New Brighton		x				x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

STATE: Ohio
(page 1 of 1)

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

	# First Questionnaire Sent 2/1/72 Received		School on ETS Visit	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Cox, Xenia	x	x	x	x	xx	x				
East Side, Union City	x			x	xx	x				
Normandy, Centerville	x			x	xx	x				
Village South, Centerville	x			x	xx	x				
Sheridan, Youngstown	x	x		x	xx	x				
Starr, Oregon	x			x	x		x			
Glendale, Toledo	x	x				x				
Market Street, Youngstown	x	x				x				
Paul C. Bunn, Youngstown	x	x				x				
McKinley, Warren	x	x				x				
Immaculate Conception, Youngstown	x					x				
W. S. Guy, Youngstown	x	x				x				
Old Orchard, Toledo	x	x				x				
Simon Kenton, Xenia	x	x						x		
C. L. Stingley, Centerville	x							x		
Spring Valley, Spring Valley	x	x						x		
Mills Lawn, Yellow Spring	x	x						x		
Martin L. King, Toledo	x	x						x		
McKinley, Xenia	x	x						x		
Washington, Toledo		x	x	x	xx	x				
Walbridge, Toledo		x	x				x			

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: South Carolina
(page 1 of 1)

	# First Questionnaire Sent 2/1/72		School on ETS Visit Roster	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Received									
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Lonnie B. Nelson, Columbia	x	x	x	x	xx	x				
Berkeley, Moncks Corner	x	x	x	x	x	x				
Lewisville, Edgemoor	x	x	x	x	xx	x				
Sharon, Abbeville	x	x		x	x	x				
Spring, Darlington	x			x	x	x				
Belvedere, Columbia	x	x		x	xx	x				
Caughman Rd. Middle, Columbia	x	x		x	xx	x				
Alice Birney, Charleston	x					x				
Blythewood, Blythewood	x	x				x				
Hardeeville, Hardeeville	x					x				
Willow Drive, Sumter	x	x				x				
East Aiken, Aiken	x	x				x				
Seven Oaks, Columbia	x					x				
Ridge Spring-Monetta, Ridge Spring	x	x				x				
Ruby, Ruby	x	x				x				
McDonald Green, Lancaster	x					x				
Camden, Camden	x	x				x				
John B. Thomas, Columbia		x				x				
Conder, Columbia		x				x				
Greer Middle, Greer						x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Wisconsin
(page 1 of 3)

	# First Questionnaire Sent 2/1/72		School on ETS Visit Roster	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Received					Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
	Prin	Distr	Roster	Sent	Rec'd					
Edison, Appleton	x	x	x	x	xx	x				
Lincoln, Waupun	x	x	x	x	xx	x				
Downsville, Downsville	x	x	x	x	x	x				
Henry G. Rosenow, Fond du Lac	x	x		x	xx	x				
Fairfield Center, Baraboo	x	x		x	x	x				
Tullar, Neenah	x	x		x	xx	x				
Helen Keller, Green Bay	x	x		x	xx	x				
McKinley, Milwaukee	x	x		x	xx	x				
Henry David Thoreau, Milwaukee	x	x		x	xx	x				
Madison, Janesville	x	x		x	xx	x				
Miller, Tomah	x	x		x	xx	x				
Fox Lake School, Fox Lake	x	x		x	x	x				
Foster, Appleton	x	x				x				
Lemonweir, Tomah	x	x				x				
Manawa, Manawa	x	x				x				
Victor Haen, Kaukauna	x	x				x				
Josephine Hintgen, La Crosse	x	x				x				
Thorp, Thorp	x	x				x				
Forrest Street, Black R. Falls	x	x				x				
Algoma, Algoma	x	x				x				
Lawrence-Lawson, Sparta	x	x				x				
Washington, Janesville (VOID)	x	x				x				
Daniel Huntley, Appleton	x	x				x				
Madison, Steven's Point	x	x				x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Wisconsin
(page 2 of 3)

	First Questionnaire Sent 2/1/72 # Received		School on ETS Visit Roster	Second Questionnaire Sent 4/27/72 @		Date of Installation *				
	Prin	Distr		Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Northview, Waukesha	x	x				x				
Little Chute, Little Chute	x	x				x				
Janesville Consolidated, Milton	x	x				x				
Pleasant Hill, Waukesha	x	x				x				
Mt. Washington, Eau Claire	x	x				x				
Elizabeth Waters, Fond du Lac	x	x				x				
Conrad Elvehjem, McFarland	x	x				x				
Lakeview, Neenah	x	x				x				
Shady Lane, Menomonee Falls	x	x				x				
Gen. Mitchell, Cudahy	x	x				x				
Washburn, La Crosse	x	x				x				
Adams, Janesville	x	x				x				
Summit, La Crosse	x	x				x				
Summit, Oconomowoc	x					x				
Jefferson, La Crosse	x	x				x				
Brodhead, Brodhead	x	x				x				
Tigerton, Tigerton	x	x				x				
Johnson Creek, Johnson Creek	x	x				x				
Prairie, Waukesha	x	x				x				
McFarland, McFarland	x	x				x				
Yahara, Edgerton	x	x						x		
Milton West, Milton Junction	x						x			
Shepherd Hills, Oak Creek	x	x					x			
Pershing, West Allis	x	x					x			

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Wisconsin
(page 3 of 3)

	# First Questionnaire Sent 2/1/72		School on ETS Visit Roster	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Received									
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Grant, Janesville		x				x				
Harmony, Janesville						x				
Asheppun, Oconomowoc						x				
Banta, Menasha		x				x				
Bear Creek, Bear Creek		x					x			
Mayview, Mayville							x			
Blaine, Superior		x		x			x			
Itasca, Superior							x			
Emerson, La Crosse							x			

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Indiana
(page 1 of 1)

	# First Questionnaire Sent 2/1/72 Received		School on ETS Visit Roster	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
DeWitt Morgan #86, Indianapolis	x	x		x	xx		x			
Eleanor Skillen #34, Indianapolis	x	x		x	xx		x			
Calvin Fletcher, Indianapolis	x	x		x	xx		x			
H. W. Longfellow #28, Indianapolis	x	x		x	xx		x			
Raymond Brandeis, Indianapolis	x	x					x			
Robert Frost, Indianapolis	x	x					x			
John Hope, Indianapolis	x	x					x			
Johnathan Jenning, Indianapolis	x	x					x			
James Russell Lowell, Indianapolis	x	x					x			
Susan Roll Leach, Indianapolis	x	x					x			
John McCormick, Indianapolis	x	x					x			
Mitthoefer #113, Indianapolis	x	x					x			
Arlington Wood, Indianapolis	x	x					x			
Audubon, Indianapolis		x					x			
Hendricks, Indianapolis		x					x			
Carver, Indianapolis		x					x			
Morton, Indianapolis		x					x			
Parker, Indianapolis		x					x			
Charity Dye, Indianapolis (NOT IGE)		x								x

Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: New Jersey
(page 1 of 1)

	# First Questionnaire Sent 2/1/72 Received		School on ETS Visit	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Prin	Distr	Roster	Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Anna C. Scott, Leonia	x	x	x				x			
Maude Wilkins, Maple Shade	x	x	x				x			
Merriam Avenue, Newton	x						x			
Marie V. Duffy, Wharton	x						x			
Maple Meade, North Brunswick	x								x	
South Main Street, Pleasantville	x	x					x			
Winslow, Vineland	x	x					x			
Lincoln, Caldwell	x	x					x			
Collins Street, Livingston	x	x					x			
Irving, Highland Park	x								x	
Washington Avenue, Chatham	x	x					x			
Wilson, Trenton		x	x						x	
St. Mary's, Perth Amboy							x			
Public School 27, Paterson							x			
Lavallette, Lavallette							x			
Packanack, Wayne		x					x			
Fairview, Red Bank									x	
Holly M. Davis, River Edge									x	
Clarendon, Secaucus									x	
Ventnor Middle, Ventnor City									x	

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources

Basic accounting information for each school contacted.

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

STATE: Nebraska

(page 1 of 1)

	# First Questionnaire Sent 2/1/72 Received		School on ETS Visit Roster	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Prin	Distr		Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
West Lincoln, Lincoln	x	x				x				
Rousseau, Lincoln	x	x				x				
Randolph, Lincoln	x	x				x				
Lakeview, Lincoln	x	x				x				
Hawthorne, Lincoln	x	x				x				
Pershing, Lincoln	x	x				x				
Eastridge, Lincoln	x	x				x				
Holmes, Lincoln		x				x				
Prescott, Lincoln		x				x				

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

Basic accounting information for each school contacted.

STATE: California
(page 1 of 1)

Original lists obtained from state (or city) coordinators and/or R&D Center Directory.

	# First Questionnaire Sent 2/1/72 Received		School on ETS Visit Roster	@ Second Questionnaire Sent 4/27/72		* Date of Installation				
	Prin	Distr		Sent	Rec'd	Fall 1971	Spring 72	Earlier	Fall 1972	"Never"
Central, Belmont	x					x				
Milani, Newark	x	x				x				
South Hillsborough, Hillsborough	x	x				x				

Note: A total of 15 questionnaires was mailed to the state coordinator for distribution; thus no school names were available for those not returned.

# Sent to all schools and districts; concerned with an accounting of training undertaken and basic installation practices. Sent 2/1 to 1st semester schools; 4/1 for 2nd semester; 5/1 to New Jersey.

@ Sent to 20% sample; concerned with detailed implementation data from the total staff. Single x indicates partial return; double xx indicates complete enough return for full analysis.

* Based on interpretation of all sources.

APPENDIX I

Formal Agreements at National, State, District Levels

APPENDIX I

Forms Used in Formal Agreements at National, State, and District Levels

MEMORANDUM OF AGREEMENT BETWEEN THE REGENTS OF THE UNIVERSITY OF WISCONSIN AND __________________

This agreement enumerates the conditions and responsibilities that will exist between the University of Wisconsin as represented by the Wisconsin Research and Development Center for Cognitive Learning (Center) and ______________________________ (Intermediate Agent and/or Subcontractor) concerning the installation and maintenance of Individually Guided Education in Multiunit Elementary Schools (IGE/MUS-E) in a nationwide network.

I. The R & D Center agrees to:[1]

A. provide financial assistance to __________________________ ____ in the sum of __________ for assisting in the implementation and operation of __________ multiunit schools in the state of __________________ by September 15, 1971. If that number of multiunit schools is exceeded by 10 or more, prior to April 15, 1972, additional payments of [illegible]00 will be made for each additional unit of 10, up to an including a total of _____ schools.

B. Financial Assistance as specified in #1 above will be paid on the following schedule:
July 1 - 25% based on number of schools committed as of June 15
October 1 - 25% based on MUS-E schools operating September 15
February 1 - 25% based on MUS-E schools operating January 15
May 1 - Balance based on MUS-E schools operating April 15

C. plan and coordinate the national network program.

D. plan and conduct a 1-week invitational institute at Madison, Wisconsin, for personnel from state educational agencies, cooperating teacher education institutes and large school districts who may supply IGE/MUS-E inservice education to staffs of local schools during 1971-72. (The Center will pay the travel and provide a stipend in lieu of living expenses for persons invited to this institute.)

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[1] These conditions are described in detail for the 1971-72 school year and will be continued into the 1972-73 school year contingent upon the installation of new MUS-E schools by the intermediate implementation agency and continued funding by the U.S. Office of Education.

E. identify and announce the teacher education institutions selected to conduct 1-week workshops and on-campus graduate programs for experienced unit leaders, building principals and reading staff teachers of MUS-E.

F. arrange for the Intermediate Implementation Agency and/or local schools to rent or purchase specified inservice audio-visual and printed materials related to IGE/MUS-E and those related to the Wisconsin Design for Reading Skill Development.

G. accept requests for consultant assistance to the intermediate agency and to the local school districts during the year and to respond positively to such requests within time and budget limitations.

H. encourage local school districts and state agencies to use Title I, III, and other funds as appropriate to provide new MUS-E schools $10-20 per child.

I. provide assistance for the development of IGE/MUS-E teaching and operational skills for building personnel. This will include scheduling and conducting R & D Center sponsored 1-day IGE/MUS-E workshops for chief school officers, 3-day IGE/MUS-E workshops for prospective principals and unit leaders and a 1-week IGE/MUS-E workshop for reading consultants during the initial year (1971-72) implementation.

II. The Intermediate Implementation Agency agrees to:

A. install the number of multiunit schools stipulated in Section I, paragraph A of page one of this memorandum between April 1, 1971, and May 31, 1972.

B. utilize the financial assistance specified in Section I, paragraph A of page 1 to employ personnel to assist in the implementation of multiunit schools and/or to provide support (secretarial, travel, supplies, etc.) related to such efforts as indicated in a budget to be submitted to the Wisconsin R & D Center and attached to this agreement.

C. to present evidence by September 15, 1971, of the employment and/or assignment of staff as necessary (one or more FTE) to coordinate and to be responsible for the installation and operation of the stipulated number of multiunit schools.

D. provide supporting services (secretarial, copying/duplicating, etc.) to the staff responsible for the installation and operation of MUS-E.

E. cooperatively with the R & D Center installation coordinator develop a brief implementation plan by June 1, 1971, which includes the names and characteristics of the schools that are planning to start in early 1971-72 and a timetable for implementation of the inservice program.

F. obtain a signed agreement with each cooperating school concerning the conditions specified in the intermediate implementation agency-school agreement. (See prototype agreement Attachment B).

G. participate in an Office of Education evaluation plan to be conducted independent of the Wisconsin Center.

H. carry out the inservice program insofar as length of institutes and target populations suggested by the Wisconsin Model on a best effort basis.

I. arrange consultation assistance to local schools of at least one-half day per month for each of the IGE/MUS-E schools in the state. This includes two 1-day workshops (or equivalents in half-days) during 1971-72 for the entire staff of each MUS-E school.

J. seek to establish cooperative working relationships with teacher education institutions to stimulate the interest of teacher education institutions in preparing MUS-E professional personnel as well as to provide teaching interns for MUS-E buildings. A desireable standard is the placement of no more than two interns per 150 children, and that no more than one teacher education institution supply an intern to a particular MUS-E building.

K. stimulate and demonstrate the appropriate use of specified MUS-E inservice materials with either the unit staff or with the entire building staff during the school year.

L. provide during the second semester 1971-72:

1. greater initiative in terms of personnel, materials, and program for the intensive 3-day workshop for prospective principals and unit leaders who plan to start multiunit schools in 1972-73.

2. personnel, materials, and programs for quarterly, regional, 1-day workshops for principals and selected unit leaders (self-help in nature).

M. send the state coordinator and one other person to the R & D Center sponsored institute for agency personnel in June 1971, specified in Section I, paragraph D of page one of this memorandum.

N. identify and select experienced principals, unit leaders, and reading teachers who should attend 1-week MUS-E institutes specified in Section I, paragraph E of page two, during the second semester 1971-72, summer 1972, and thereafter as openings are available. The R & D Center will inform each intermediate agency of openings to the various institutes inasmuch as funding is not sufficient to provide for all experienced personnel.

O. communicate to all schools in the state descriptions of the activities of MUS-E schools and the nature and substance of MUS-E institutes through agency bulletins, conferences, in-house publications, and other sources.

P. report to the Center in October 1971 and May 1972, any substantial deviations from the agreed upon inservice program that may have occured.

Q. report to the Center by May 1, 1972, any difficulties cooperating multiunit schools are having in meeting the performance objectives as outlined.

R. plan with the R & D Center coordinator during the second semester 1971-72 for the maintenance of the existing multiunit school during 1972-73 and the starting of new schools during 1971-72.

S. encourage the reading consultant of the local school district to work closely with each multiunit school that plans to start using The Wisconsin Design for Reading Skill Development during 1971-72.[2]

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[2] One to four months of planning during a school year by the building staff with inservice assistance from a reading consultant is needed before a school can start using The Wisconsin Design for Reading Skill Development effectively.

PROTOTYPE

MEMORANDUM OF AGREEMENT BETWEEN INTERMEDIATE IMPLEMENTATION AGENCY AND ITS PARTICIPATING SCHOOL DISTRICTS

The Intermediate Implementation Agency agrees to:

1. provide consultative help of at least one-half day per month per school during the first two years of program implementation. This includes consultative help for two 1-day (or half-day equivalents) inservice sessions for the staff of each MUS-E.
2. conduct (after 1971-72) three-day workshops for prospective principals and unit leaders for 1972-73 with minimum assistance from the R & D team.
3. encourage each building staff to use inservice materials appropriately.
4. assist in securing interns and/or student teachers from cooperating universities for school systems desiring them.
5. provide for communication (newsletter or other forms) among multiunit schools, teacher-education institutions, and other appropriate agencies. (The Center has formed a statewide council in Wisconsin comprised of representative lead teachers, building principals, and central office personnel of each school district. Within the State, the DPI has formed four subgroups of communicating school and teacher education institutions.)

Each Participating School District Agrees to:

1. assess present teachers and other school personnel relative to their inclusion in a multiunit school program.

2. make necessary arrangements to include only compatible staff members in each unit and school. Allow those who do not wish to participate to transfer without prejudice to another building.
3. designate one person in the district to be responsible for successful operation of MUS-Es.
4. provide funds for staff to attend necessary workshops and inservice programs.
5. (Desirable if time sequence allows.) recognize, prior to implementation, the importance of a well-planned local inservice education program to retrain staff. It is strongly recommended that during the second semester the principal and unit leaders conduct an inservice program. Minimum amounts of time which are recommended to develop the multi-unit elementary school concept are listed below:

February	4 hours	April	4 hours
March	4 hours	May	4 hours

   Each school may determine its wishes to hold sessions once a week, twice a month, once a month, or once every alternate month to achieve the minimum amount of time.
6. hold a 3-5 day workshop for the staff of each building in late August or early September of 1971 for the purpose of developing IGE in one subject-matter area.
7. hold two 1-day (or 4 one-half day equivalent) workshops for the staff of each building during the 1971-72 school year.

8. implement a minimal standard in the following categories:
    - a. Organization
        - (1) Multi-age/grade Units.
        - (2) Aide(s) for each Unit.
        - (3) Unit leaders, with released time for planning and salary about 10 per cent above staff teacher of the same experience and education.[1]
        - (4) An Instructional Improvement Committee (IIC) and delegate decision-making powers related to instruction to them. Make provisions for the IIC to meet regularly each week.
        - (5) 2-3 hours of Unit (cooperative team) planning time per week during the school day.
    - b. Curriculum
        - (1) Implement IGE instructional programming in at least one subject-matter area during the first year of implementation.
        - (2) Grant each building permission to use appropriate instructional materials and assessment procedures in IGE subject-matter areas, based upon needs of their children, that include these components:
            - (a) Performance objectives.
            - (b) Assessment for objectives.
            - (c) Diversified learning activities
            - (d) Post-assessment and evaluation
    - c. Parent Communication
        - (1) Implement a planned program of parent communication

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[1] Where contracts have already been negotiated this may not be possible until 1972-73.

APPENDIX J

Composite Data Bases for Visit Schools

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 101 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended SEMESTER Number of ETS visits 2
___ Inservice training attended Fall Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October		May
LENGTH	1 day		1 day
Interviews			
Principal	1		1
Librarian/IMC/Media	1		1
District Personnel			
State Coordinator			
Unit Leader(s)	3		5
Staff Teachers	5		6
Aides, Interns, Student teachers	1		2
Children	5		6
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting	1		
Unit meeting(s)	2		1
Scheduled inservice			
Other meeting			1
Observation			
Library/IMC	x		x
Learning Centers			
Reading Center			
Classes in action	5		6
Other locations			1
Materials Studied			
IIC agendas	x		x
IIC minutes/log	x		x
General MUSE/IGE files			
Parent information	x		
Inservice outlines			x
MUSE/IGE overviews for teachers, parents	x		
School/unit schedules	x		
Report & record forms			x
Unit composition	x		x
IGE (and other) curriculum: objectives, outlines, content	x		x
Miscellaneous publications, newsletters, publicity, etc.	x		x
Unit agendas/minutes	x		x
Other materials	x		x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 102 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended

___ Inservice training attended

SEMESTER Fall

Number of ETS visits 2

Number of ETS visitors 2

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October	February	
LENGTH	1 day	1 day	
Interviews			
Principal	1	1	
Librarian/IMC/Media		1	
District Personnel			
State Coordinator			
Unit Leader(s)	1	3	
Staff Teachers	3	5	
Aides, Interns, Student teachers		5	
Children		10	
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting		1	
Unit meeting(s)	1		
Scheduled inservice			
Other meeting		1	
Observation			
Library/IMC		x	
Learning Centers			
Reading Center			
Classes in action		5	
Other locations			
Materials Studied			
IIC agendas		x	
IIC minutes/log		x	
General MUSE/IGE files			
Parent information			
Inservice outlines			
MUSE/IGE overviews for teachers, parents		x	
School/unit schedules	x		
Report & record forms		x	
Unit composition	x	x	
IGE (and other) curriculum: objectives, outlines, content	x	x	
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes			
Other materials	x	x	

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 103 QUESTIONNAIRES COMPLETED: First X Second X

X Preschool Workshop attended SEMESTER Number of ETS visits 3
__ Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October	February	May
LENGTH	1 day	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media	1	1	1
District Personnel			
State Coordinator	1		
Unit Leader(s)	1	4	3
Staff Teachers	3	6	4
Aides, Interns, Student teachers	1	4	1
Children		8	7
Special subject area teachers	1		
Other persons		1	
Attendance at			
IIC meeting			
Unit meeting(s)	1	2	2
Scheduled inservice			
Other meeting	1	2	1
Observation			
Library/IMC	x	x	x
Learning Centers		1	1
Reading Center			
Classes in action	6	5	3
Other locations			
Materials Studied			
IIC agendas	x	x	x
IIC minutes/log			x
General MUSE/IGE files			
Parent information		x	
Inservice outlines			x
MUSE/IGE overviews for teachers, parents	x	x	x
School/unit schedules		x	x
Report & record forms		x	
Unit composition		x	
IGE (and other) curriculum: objectives, outlines, content			
Miscellaneous publications, newsletters, publicity, etc.		x	x
Unit agendas/minutes			
Other materials	x		x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 201 QUESTIONNAIRES COMPLETED: First X Second X

X Preschool Workshop attended SEMESTER Number of ETS visits 3

X Inservice training attended Fall Number of ETS visitors 2

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October	February	May
LENGTH	1½ days	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media		1	1
District Personnel		1	
State Coordinator	1		
Unit Leader(s)	3	3	3
Staff Teachers		8	12
Aides, Interns, Student teachers		5	
Children		4	
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting			
Unit meeting(s)		3	
Scheduled inservice			
Other meeting			
Observation			
Library/IMC		x	x
Learning Centers			
Reading Center			
Classes in action		3	10
Other locations			
Materials Studied			
IIC agendas		x	x
IIC minutes/log			
General MUSE/IGE files			
Parent information	x		x
Inservice outlines		x	x
MUSE/IGE overviews for teachers, parents			
School/unit schedules		x	
Report & record forms	x		x
Unit composition			
IGE (and other) curriculum: objectives, outlines, content	x	x	
Miscellaneous publications, newsletters, publicity, etc.		x	x
Unit agendas/minutes			
Other materials	x	x	x

SITE VISITS TO SCHOOLS......1971 72

SCHOOL NUMBER: 202 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended

X Inservice training attended

SEMESTER Fall

Number of ETS visits 1

Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October		
LENGTH	1½ days		
Interviews			
Principal	1		
Librarian/IMC/Media			
District Personnel			
State Coordinator			
Unit Leader(s)	3		
Staff Teachers	7		
Aides, Interns, Student teachers	2		
Children	6		
Special subject area teachers	4		
Other persons	3		
Attendance at			
IIC meeting			
Unit meeting(s)	2		
Scheduled inservice			
Other meeting			
Observation			
Library/IMC			
Learning Centers			
Reading Center			
Classes in action	7		
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information			
Inservice outlines			
MUSE/IGE overviews for teachers, parents			
School/unit schedules			
Report & record forms	x		
Unit composition			
IGE (and other) curriculum: objectives, outlines, content			
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes			
Other materials			

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 203 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended

X Inservice training attended

SEMESTER: Fall

Number of ETS visits 3

Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October	February	May
LENGTH	1½ days	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media			1
District Personnel			
State Coordinator	1		
Unit Leader(s)	5	4	4
Staff Teachers	8	10	10
Aides, Interns, Student teachers	1	1	1
Children	4		
Special subject area teachers		2	3
Other persons	3		
Attendance at			
IIC meeting			1
Unit meeting(s)	1	2	1
Scheduled inservice			
Other meeting			
Observation			
Library/IMC			x
Learning Centers			3
Reading Center			
Classes in action	3	3	6
Other locations			
Materials Studied			
IIC agendas	x	x	
IIC minutes/log		x	
General MUSE/IGE files			
Parent information	x		x
Inservice outlines			
MUSE/IGE overviews for teachers, parents			
School/unit schedules	x	x	x
Report & record forms			x
Unit composition	x	x	x
IGE (and other) curriculum: objectives, outlines, content	x		
Miscellaneous publications, newsletters, publicity, etc.			x
Unit agendas/minutes			
Other materials		x	x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 301 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended SEMESTER Number of ETS visits 2
___ Inservice training attended Fall Number of ETS visitors 2

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH		February	May
LENGTH		1 day	1 day
Interviews			
Principal		1	1
Librarian/IMC/Media		1	1
District Personnel			
State Coordinator			
Unit Leader(s)		2	2
Staff Teachers		4	2
Aides, Interns, Student teachers		1	
Children		10	2
Special subject area teachers			
Other persons		2	
Attendance at			
IIC meeting		1	1
Unit meeting(s)		1	
Scheduled inservice			
Other meeting			
Observation			
Library/IMC		x	x
Learning Centers			
Reading Center			
Classes in action		7	7
Other locations			
Materials Studied			
IIC agendas		x	x
IIC minutes/log		x	x
General MUSE/IGE files			
Parent information			x
Inservice outlines			
MUSE/IGE overviews for teachers, parents		x	x
School/unit schedules			
Report & record forms		x	x
Unit composition		x	x
IGE (and other) curriculum: objectives, outlines, content			x
Miscellaneous publications, newsletters, publicity, etc.			x
Unit agendas/minutes			
Other materials		x	x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 302 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended SEMESTER Number of ETS visits 2
___ Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH		February	May
LENGTH		1 day	1 day
Interviews			
Principal		1	1
Librarian/IMC/Media			1
District Personnel			
State Coordinator			
Unit Leader(s)		2	2
Staff Teachers			5
Aides, Interns, Student teachers			2
Children		8	7
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting		1	
Unit meeting(s)			2
Scheduled inservice			
Other meeting			
Observation			
Library/IMC		x	x
Learning Centers			
Reading Center			
Classes in action		4	4
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information		x	
Inservice outlines			
MUSE/IGE overviews for teachers, parents		x	
School/unit schedules		x	
Report & record forms		x	x
Unit composition		x	x
IGE (and other) curriculum: objectives, outlines, content		x	
Miscellaneous publications, newsletters, publicity, etc.			x
Unit agendas/minutes			
Other materials		x	

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 312   QUESTIONNAIRES COMPLETED: First X   Second X

___ Preschool Workshop attended   SEMESTER   Number of ETS visits 1
___ Inservice training attended   [✓ Spring]   Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH			April
LENGTH			1 day
Interviews			
Principal			1
Librarian/IMC/Media			1
District Personnel			
State Coordinator			
Unit Leader(s)			2
Staff Teachers			3
Aides, Interns, Student teachers			1
Children			5
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting			
Unit meeting(s)			1
Scheduled inservice			
Other meeting			
Observation			
Library/IMC			x
Learning Centers			
Reading Center			
Classes in action			4
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information			x
Inservice outlines			
MUSE/IGE overviews for teachers, parents			x
School/unit schedules			x
Report & record forms			
Unit composition			x
IGE (and other) curriculum: objectives, outlines, content			x
Miscellaneous publications, newsletters, publicity, etc.			x
Unit agendas/minutes			
Other materials			

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 401 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended

X Inservice training attended

SEMESTER Fall

Number of ETS visits 1

Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November		
LENGTH	2 days		
Interviews			
Principal	1		
Librarian/IMC/Media			
District Personnel	1		
State Coordinator			
Unit Leader(s)	2		
Staff Teachers	3		
Aides, Interns, Student teachers	1		
Children	8		
Special subject area teachers	1		
Other persons			
Attendance at			
IIC meeting	1		
Unit meeting(s)	2		
Scheduled inservice	x		
Other meeting	2		
Observation			
Library/IMC			
Learning Centers			
Reading Center			
Classes in action	4		
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information	x		
Inservice outlines	x		
MUSE/IGE overviews for teachers, parents	x		
School/unit schedules			
Report & record forms	x		
Unit composition			
IGE (and other) curriculum: objectives, outlines, content			
Miscellaneous publications, newsletters, publicity, etc.	x		
Unit agendas/minutes			
Other materials	x		

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 402 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended

X Inservice training attended

SEMESTER Fall

Number of ETS visits 3

Number of ETS visitors 2

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November	February	May
LENGTH	2 days	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media	1	1	1
District Personnel	1		
State Coordinator			
Unit Leader(s)	4	4	4
Staff Teachers	8	12	12
Aides, Interns, Student teachers	1	2	2
Children	10	20	8
Special subject area teachers	1		1
Other persons			
Attendance at			
IIC meeting	1		1
Unit meeting(s)	2		1
Scheduled inservice	x		
Other meeting			
Observation			
Library/IMC	x	x	x
Learning Centers			
Reading Center			
Classes in action	5	7	5
Other locations			
Materials Studied			
IIC agendas	x	x	x
IIC minutes/log			
General MUSE/IGE files			
Parent information	x		
Inservice outlines	x	x	
MUSE/IGE overviews for teachers, parents	x	x	
School/unit schedules	x		x
Report & record forms	x		x
Unit composition	x	x	x
IGE (and other) curriculum: objectives, outlines, content	x	x	x
Miscellaneous publications, newsletters, publicity, etc.	x	x	
Unit agendas/minutes			
Other materials	x	x	x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 403 QUESTIONNAIRES COMPLETED: First X Second X

X Preschool Workshop attended SEMESTER Number of ETS visits 3
X Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November	February	May
LENGTH	2 days	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media	1	1	1
District Personnel			
State Coordinator	1		
Unit Leader(s)	4	6	6
Staff Teachers	8	10	12
Aides, Interns, Student teachers	3	4	4
Children	5	20	10
Special subject area teachers		2	
Other persons			
Attendance at			
IIC meeting		1	1
Unit meeting(s)	2		
Scheduled inservice	1		
Other meeting		2	1
Observation			
Library/IMC	x	x	x
Learning Centers			
Reading Center			
Classes in action	4	7	5
Other locations			
Materials Studied			
IIC agendas		x	x
IIC minutes/log			
General MUSE/IGE files			
Parent information	x		x
Inservice outlines		x	x
MUSE/IGE overviews for teachers, parents	x		x
School/unit schedules	x		x
Report & record forms	x		x
Unit composition	x		x
IGE (and other) curriculum: objectives, outlines, content	x	x	
Miscellaneous publications, newsletters, publicity, etc.	x	x	x
Unit agendas/minutes			
Other materials		x	

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 501 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended SEMESTER Number of ETS visits 3
X Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November	February	May
LENGTH	1 day	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media		1	
District Personnel		1	2
State Coordinator			
Unit Leader(s)	2	5	2
Staff Teachers	4	7	1
Aides, Interns, Student teachers	1	1	2
Children	8	10	
Special subject area teachers	1		
Other persons	1		1
Attendance at			
IIC meeting	1	1	
Unit meeting(s)	2	1	2
Scheduled inservice	1		
Other meeting		1	1
Observation			
Library/IMC	x	x	
Learning Centers			
Reading Center			
Classes in action	4	3	3
Other locations			
Materials Studied			
IIC agendas	x	x	x
IIC minutes/log	x		x
General MUSE/IGE files			
Parent information	x		
Inservice outlines	x		
MUSE/IGE overviews for teachers, parents			
School/unit schedules	x		
Report & record forms	x		
Unit composition	x		
IGE (and other) curriculum: objectives, outlines, content	x		
Miscellaneous publications, newsletters, publicity, etc.	x		
Unit agendas/minutes	x		x
Other materials	x	x	x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 502 QUESTIONNAIRES COMPLETED: First ___ Second X

___ Preschool Workshop attended SEMESTER Number of ETS visits 3

X Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November	February	May
LENGTH	1 day	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media			1
District Personnel		1	1
State Coordinator			
Unit Leader(s)	3	5	3
Staff Teachers	4	8	3
Aides, Interns, Student teachers	4	10	5
Children	5	8	8
Special subject area teachers			
Other persons	1	1	3
Attendance at			
IIC meeting	1		1
Unit meeting(s)	1	1	
Scheduled inservice	x		1
Other meeting	1	1	
Observation			
Library/IMC	x	x	x
Learning Centers			
Reading Center			
Classes in action	5	6	5
Other locations			
Materials Studied			
IIC agendas			x
IIC minutes/log			
General MUSE/IGE files			
Parent information		x	
Inservice outlines			x
MUSE/IGE overviews for teachers, parents			
School/unit schedules	x		
Report & record forms	x	x	
Unit composition	x	x	
IGE (and other) curriculum: objectives, outlines, content			x
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes			
Other materials			

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 503 QUESTIONNAIRES COMPLETED: First ___ Second ___

___ Preschool Workshop attended SEMESTER Number of ETS visits 1
___ Inservice training attended Spring Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH		February	
LENGTH		1 day	
Interviews			
Principal		1	
Librarian/IMC/Media			
District Personnel			
State Coordinator			
Unit Leader(s)		3	
Staff Teachers		8	
Aides, Interns, Student teachers		12	
Children		12	
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting			
Unit meeting(s)		2	
Scheduled inservice		1	
Other meeting			
Observation			
Library/IMC		x	
Learning Centers			
Reading Center			
Classes in action		6	
Other locations			
Materials Studied			
IIC agendas		x	
IIC minutes/log			
General MUSE/IGE files			
Parent information			
Inservice outlines		x	
MUSE/IGE overviews for teachers, parents			
School/unit schedules		x	
Report & record forms		x	
Unit composition			
IGE (and other) curriculum: objectives, outlines, content			
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes			
Other materials		x	

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 601 QUESTIONNAIRES COMPLETED: First X Second X

X Preschool Workshop attended SEMESTER Number of ETS visits 3

___ Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October	January	May
LENGTH	1 day	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media	1	1	1
District Personnel		1	
State Coordinator			
Unit Leader(s)	1	2	5
Staff Teachers	2	4	5
Aides, Interns, Student teachers	1	2	
Children	3	10	4
Special subject area teachers			
Other persons	4		
Attendance at			
IIC meeting		1	1
Unit meeting(s)	1	1	1
Scheduled inservice			
Other meeting	1		
Observation			
Library/IMC	x	x	x
Learning Centers			
Reading Center			
Classes in action	4	5	6
Other locations			
Materials Studied			
IIC agendas	x	x	x
IIC minutes/log	x	x	x
General MUSE/IGE files			
Parent information	x	x	
Inservice outlines			
MUSE/IGE overviews for teachers, parents			
School/unit schedules		x	
Report & record forms		x	
Unit composition		x	
IGE (and other) curriculum: objectives, outlines, content			x
Miscellaneous publications, newsletters, publicity, etc.	x		x
Unit agendas/minutes			
Other materials		x	

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 602 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended
___ Inservice training attended

SEMESTER Fall

Number of ETS visits 2
Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH		January	May
LENGTH		1 day	1 day
Interviews			
Principal		2	2
Librarian/IMC/Media			1
District Personnel			
State Coordinator			
Unit Leader(s)		4	3
Staff Teachers		6	4
Aides, Interns, Student teachers		1	3
Children		5	2
Special subject area teachers		2	2
Other persons			
Attendance at			
IIC meeting			1
Unit meeting(s)		3	1
Scheduled inservice			
Other meeting			
Observation			
Library/IMC		x	x
Learning Centers			
Reading Center		1	1
Classes in action		3	3
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information			
Inservice outlines			
MUSE/IGE overviews for teachers, parents			
School/unit schedules			
Report & record forms			
Unit composition		x	
IGE (and other) curriculum: objectives, outlines, content			x
Miscellaneous publications, newsletters, publicity, etc.		x	
Unit agendas/minutes			
Other materials			

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 603 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended

X Inservice training attended

SEMESTER Fall

Number of ETS visits 1

Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	October		
LENGTH	1½ days		
Interviews			
Principal	1		
Librarian/IMC/Media	1		
District Personnel	1		
State Coordinator			
Unit Leader(s)	3		
Staff Teachers	3		
Aides, Interns, Student teachers	1		
Children	3		
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting	1		
Unit meeting(s)	1		
Scheduled inservice	2		
Other meeting			
Observation			
Library/IMC	x		
Learning Centers	1		
Reading Center			
Classes in action	5		
Other locations			
Materials Studied			
IIC agendas	x		
IIC minutes/log			
General MUSE/IGE files			
Parent information			
Inservice outlines			
MUSE/IGE overviews for teachers, parents			
School/unit schedules			
Report & record forms	x		
Unit composition			
IGE (and other) curriculum: objectives, outlines, content	x		
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes			
Other materials			

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 701 QUESTIONNAIRES COMPLETED: First X Second X

x Preschool Workshop attended SEMESTER Number of ETS visits 3

x Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November	February	May
LENGTH	1 day	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media	1		1
District Personnel			
State Coordinator	1		
Unit Leader(s)	2	4	6
Staff Teachers	8	1	9
Aides, Interns, Student teachers	3	2	5
Children	8	5	10
Special subject area teachers	1		
Other persons	1		1
Attendance at			
IIC meeting	1	1	1
Unit meeting(s)	1		
Scheduled inservice	1		
Other meeting			
Observation			
Library/IMC	1	1	1
Learning Centers			
Reading Center	1		
Classes in action	5	2	2
Other locations			
Materials Studied			
IIC agendas	x	x	x
IIC minutes/log			
General MUSE/IGE files			
Parent information	x		x
Inservice outlines	x		x
MUSE/IGE overviews for teachers, parents			
School/unit schedules	x	x	
Report & record forms	x	x	x
Unit composition	x		x
IGE (and other) curriculum: objectives, outlines, content	x	x	x
Miscellaneous publications, newsletters, publicity, etc.	x		
Unit agendas/minutes			
Other materials	x		x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 702 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended SEMESTER Number of ETS visits 3
___ Inservice training attended Fall Number of ETS visitors 3

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November	March	June
LENGTH	1 day	1 day	1 day
Interviews			
Principal	1	1	1
Librarian/IMC/Media	1	1	1
District Personnel			
State Coordinator	1		1
Unit Leader(s)	2	2	2
Staff Teachers	5		5
Aides, Interns, Student teachers	2	1	3
Children	10	8	20
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting			
Unit meeting(s)		1	
Scheduled inservice			
Other meeting			
Observation			
Library/IMC	x	x	x
Learning Centers			3
Reading Center			
Classes in action	5	4	5
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information	x	x	x
Inservice outlines		x	
MUSE/IGE overviews for teachers, parents	x	x	
School/unit schedules	x		
Report & record forms	x	x	x
Unit composition	x		
IGE (and other) curriculum: objectives, outlines, content	x	x	x
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes		x	
Other materials	x	x	x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 703 QUESTIONNAIRES COMPLETED: First X Second X

___ Preschool Workshop attended SEMESTER Number of ETS visits 1
___ Inservice training attended Fall Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH	November		
LENGTH	1 day		
Interviews			
Principal	1		
Librarian/IMC/Media	1		
District Personnel			
State Coordinator	1		
Unit Leader(s)	1		
Staff Teachers	5		
Aides, Interns, Student teachers	3		
Children	6		
Special subject area teachers	1		
Other persons			
Attendance at			
IIC meeting			
Unit meeting(s)	1		
Scheduled inservice			
Other meeting			
Observation			
Library/IMC	x		
Learning Centers			
Reading Center			
Classes in action	5		
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information	x		
Inservice outlines	x		
MUSE/IGE overviews for teachers, parents	x		
School/unit schedules			
Report & record forms	x		
Unit composition	x		
IGE (and other) curriculum: objectives, outlines, content	x		
Miscellaneous publications, newsletters, publicity, etc.	x		
Unit agendas/minutes			
Other materials			

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 913 QUESTIONNAIRES COMPLETED: First X Second ___

___ Preschool Workshop attended SEMESTER Number of ETS visits 1
___ Inservice training attended Spring Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH			June
LENGTH			1 day
Interviews			
Principal			2
Librarian/IMC/Media			1
District Personnel			1
State Coordinator			
Unit Leader(s)			2
Staff Teachers			7
Aides, Interns, Student teachers			1
Children			8
Special subject area teachers			2
Other persons			1
Attendance at			
IIC meeting			1
Unit meeting(s)			
Scheduled inservice			
Other meeting			
Observation			
Library/IMC			1
Learning Centers			2
Reading Center			
Classes in action			4
Other locations			
Materials Studied			
IIC agendas			x
IIC minutes/log			x
General MUSE/IGE files			x
Parent information			x
Inservice outlines			
MUSE/IGE overviews for teachers, parents			x
School/unit schedules			x
Report & record forms			
Unit composition			x
IGE (and other) curriculum: objectives, outlines, content			
Miscellaneous publications, newsletters, publicity, etc.			x
Unit agendas/minutes			
Other materials			x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 914 QUESTIONNAIRES COMPLETED: First X Second ___

___ Preschool Workshop attended SEMESTER Number of ETS visits 1

___ Inservice training attended Spring Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH			June
LENGTH			1 day
Interviews			
Principal			1
Librarian/IMC/Media			
District Personnel			
State Coordinator			
Unit Leader(s)			3
Staff Teachers			6
Aides, Interns, Student teachers			
Children			10
Special subject area teachers			
Other persons			1
Attendance at			
IIC meeting			
Unit meeting(s)			2
Scheduled inservice			
Other meeting			1
Observation			
Library/IMC			
Learning Centers			
Reading Center			
Classes in action			3
Other locations			
Materials Studied			
IIC agendas			x
IIC minutes/log			x
General MUSE/IGE files			
Parent information			x
Inservice outlines			
MUSE/IGE overviews for teachers, parents			x
School/unit schedules			x
Report & record forms			
Unit composition			x
IGE (and other) curriculum: objectives, outlines, content			x
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes			
Other materials			x

SITE VISITS TO SCHOOLS......1971-72

SCHOOL NUMBER: 916 QUESTIONNAIRES COMPLETED: First ___ Second ___

___ Preschool Workshop attended SEMESTER Number of ETS visits 1
___ Inservice training attended Spring Number of ETS visitors 1

	VISIT # 1	VISIT # 2	VISIT # 3
MONTH			June
LENGTH			1 hour
Interviews			
Principal			1
Librarian/IMC/Media			
District Personnel			
State Coordinator			
Unit Leader(s)			
Staff Teachers			
Aides, Interns, Student teachers			
Children			
Special subject area teachers			
Other persons			
Attendance at			
IIC meeting			
Unit meeting(s)			
Scheduled inservice			
Other meeting			
Observation			
Library/IMC			
Learning Centers			
Reading Center			
Classes in action			
Other locations			
Materials Studied			
IIC agendas			
IIC minutes/log			
General MUSE/IGE files			
Parent information			
Inservice outlines			
MUSE/IGE overviews for teachers, parents			
School/unit schedules			
Report & record forms			
Unit composition			
IGE (and other) curriculum: objectives, outlines, content			
Miscellaneous publications, newsletters, publicity, etc.			
Unit agendas/minutes			
Other materials			